

Inspection of Busy Bees Day Nursery at Derby Heatherton

Hollybrook Way, Littleover, Heatherton Village, Derby, Derbyshire DE23 3TZ

Inspection date: 28 November 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children are cared for in an environment that is not sufficiently risk assessed. One-year-old children are offered resources to explore through their senses which are potentially hazardous, such as bubble bath intended for adult use. Staff are not deployed well enough at times of transition to meet children's care needs. When children become ill, policies and practice are not effective in reducing the spread of infection between children and staff. Children benefit from staff sharing information with their parents about their interests and achievements, so that their learning can be continued at home. However, at times, staff do not obtain information from parents about children's health and well-being. This means staff are sometimes unaware that children would benefit from a tailored provision to meet their care needs.

Staff plan activities around children's interests to help them progress in their learning. For example, when one-year-old children pass a cup to staff, staff show them how to scoop sand and make a sandcastle. Children develop their hand control as they copy staff and begin to scoop sand themselves. They are introduced to new words, such as 'tap, tap, tap' and 'lift it up'. Children behave well, they demonstrate how they share toys, such as when they take turns to bathe toy dolls. Pre-school children are developing a love for books. They listen intently when staff read stories in an exciting and engaging way. Through reading, children are inspired to develop their imaginations. They talk about how a platypus might be able to drive a car and what it would be like to have a Komodo dragon as a pet.

What does the early years setting do well and what does it need to do better?

- Risk assessments are not fully effective. The manager and staff do not ensure that children are kept safe from potential hazards. They fail to recognise the risks associated with one- and two-year-old children using resources that are not age-appropriate during planned activities. Additionally, the bathroom for two-year-old children is cluttered. Children could pull bags of nappies and containers onto themselves while using the toilet.
- The manager does not ensure that staff are adequately deployed to promote children's well-being. Staff do not follow the systems in place to call for extra help when this is needed. For example, in some rooms, too few staff are available to manage the transition between lunch and sleep time. Tired children are delayed from being able to sleep.
- Staff do not follow the setting's policies and procedures to effectively promote children's good health. For example, when children vomit, the staff allow them to continue to play with their friends. This does not protect the welfare of the other children. Furthermore, staff do not ensure that enough information is gathered from parents about children's health and well-being to enable them to

provide a tailored approach to their care.

- Children with special educational needs and/or disabilities (SEND) are supported well by staff. Staff provide one-to-one time with children to help them progress in their learning and development. They have created a dedicated area with specially chosen resources to support children with SEND. The special educational needs coordinator makes timely referrals to other professionals, so children can quickly access further support for their individual needs.
- Staff encourage children's positive behaviour. For example, they praise one-year-old children for waiting patiently when others are helped to put on their aprons. Staff model using good manners and being polite. Children copy and say thank you when they receive a bowl at snack time. Pre-school children quickly follow instructions when asked to help tidy away. This contributes to creating a well-organised learning environment, which all children benefit from.
- Staff implement a curriculum that helps children learn skills for the future, such as to be independent. Two-year-old children pour their own drinks, use cutlery competently, and wipe their faces clean after lunch. Pre-school children practise getting dressed through role play and planned activities, so they are ready for dressing for their physical education lessons when they start school.
- Staff organise small-group times to target support around children's communication and language development. Through this, children are becoming confident communicators. However, occasionally, children are taken away from other important learning when it is their turn to participate in these groups.
- Parents are generally happy with the nursery. They say that staff are friendly and welcoming. Staff say that they feel supported and are happy. They appreciate the 'dress down days' and meals they have as a staff team. This helps to create a friendly and pleasant environment for children and adults.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not fully effective. Staff do not recognise and address hazards that children are exposed to. The manager does not ensure staff deployment is effective in promoting children's welfare at all times. When children become ill, staff do not ensure other children's good health is promoted. That said, the manager and staff know their responsibilities to safeguard children. They know how to identify signs that may suggest a child is at risk of abuse or radicalisation. They know the procedures to follow to report concerns about children or staff's conduct. The manager makes sure staff are suitable to fulfil their roles.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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carry out robust risk assessments and take necessary steps to ensure that children are safe and are not exposed to potential hazards	03/01/2023
implement an effective health policy and procedure to minimise the spread of infection when children become ill	03/01/2023
ensure that the deployment of staff is effective in meeting the needs of all children	03/01/2023
ensure effective systems are in place to enable a two-way flow of information between parents and staff, so staff are able to continually meet children's care needs.	03/01/2023

To further improve the quality of the early years provision, the provider should:

- support staff to organise small-group times more effectively to reduce disruptions to children's learning and development.

Setting details

Unique reference number	206111
Local authority	Derby
Inspection number	10262288
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	109
Number of children on roll	199
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01332 518888
Date of previous inspection	1 February 2017

Information about this early years setting

Busy Bees Day Nursery at Derby Heatherton opened in 1999. The nursery is open each weekday from 7.30am to 6pm all year round except bank holidays. There are 39 members of childcare staff employed by the nursery. Of these, three hold qualified teacher status, two hold a qualification at level 6, and 19 hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Charlotte Whalley
Hayley Ruane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- Children interacted with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors carried out two joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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