

Inspection of Busy Bees Day Nursery at Guildford

Gill Avenue, Guildford, Surrey GU2 7WW

Inspection date: 30 January 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

The safety and welfare of children cannot be assured. Staff do not carry out effective risk assessments to ensure the environment is safe for children. For example, children slip on water that has not been identified and cleaned up, and they fall from apparatus that is not appropriately supervised. Accidents happen that could be avoided.

Children take part in activities that are led by adults and require thoughtful teaching. Some staff have clear learning intentions for the activities. However, these are not well thought out. For instance, a small group of children sit to listen to a story about understanding emotions and feelings. This is in the middle of a busy room in a loud environment where other children are playing. Children lose concentration and direct their attention to other things. Some staff have difficulty supervising activities and engaging children in interactions that are meaningful. This impacts their behaviour and creates a chaotic environment for them to learn in.

Some staff lack understanding of how activities can be extended. They have difficulty focusing their attention on small groups when they are needed to support other children. As a result, children's behaviour is affected. They are not supported to develop listening skills, extend their concentration, and become engrossed in activities.

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

- The manager does not have a clear vision for the curriculum and how this is implemented across the setting. This creates an environment where staff are uncertain of how they can teach children and move them on in their development effectively.
- Staff have put systems in place to support children with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) is knowledgeable about how to support children. However, staff attention is stretched, and children with SEND have minimal interaction, although this is a focus of their tailored plans. Staff do not give clear instructions to children. For example, children with SEND run across the room. Staff give children instructions to stop running inside while walking behind them and expect this to be followed.
- Managers and leaders have not yet established an effective key-person system, and some parents are unaware of who their child's key person is. Consequently, parents are unable to establish relationships with the people who know their child best. Furthermore, some staff are unaware of what their key children's learning needs are and how to further develop their skills. Therefore, children do

not experience good-quality learning across all areas of the curriculum.

- Children are not adequately supported to make the progress in learning that they are capable of. Some staff show awareness of children's interests. However, they do not use these to provide learning experiences where children can become engrossed and find out by exploring. Despite this, children appear happy to be at the setting, and they will go to the adults for support.
- Children sit well at mealtimes, and staff interact with children while they eat. The oldest children are encouraged to serve themselves and to drink their water. Children like to be outdoors, and they are dressed appropriately for the cold weather.
- Lack of effective risk assessment means that children are not always observed during activities that require adult supervision. For example, children play in a big water tray, which needs to be monitored by staff. This is a big tray, and the water is relatively deep. This puts children at potential risk. Furthermore, staff are not consistent in their approach when enforcing appropriate rules and boundaries. Children play in the water without aprons, despite this being a rule of the setting. This has an impact on how children develop a sense of what is right and wrong.
- Managers have failed to ensure that staff receive regular supervision. Therefore, she can not identify effectively weaknesses in practice, to enhance the quality of education for the children. Furthermore, staff are not given adequate support for their well-being. This has a potential impact on the children's experience and their progress. However, the manager expresses her desire to enhance practice in order to support the children in her care.
- At times, requirements for qualifications are not met. For instance, on occasion, there is only unqualified staff caring for the youngest children. This has an impact on the quality of care that the youngest children receive.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff demonstrate a weak understanding of safeguarding. Staff demonstrate inconsistencies in their understanding of child protection and the referral process should they have concerns. Some staff have adequate understanding of the signs and symptoms of abuse and how to refer allegations to the local authority designated officer. However, this is not consistent throughout. Staff fail to identify potential risks or follow procedures to ensure children are kept safe. The key-person system is not effective. This has an impact on the children when forming relationships that are essential for them to feel safe and secure. Failings in safeguarding compromise the children's safety and well-being.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
take action to ensure all managers and staff understand the setting's safeguarding procedures, allowing them to act swiftly when responding to safeguarding concerns	15/02/2023
implement appropriate supervision arrangements for staff who have contact with children and families	15/02/2023
ensure all children are allocated a key person to meet and tailor their individual care needs	15/02/2023
take action and ensure those caring for the youngest children are appropriately qualified and have the experience required to do so	15/02/2023
ensure appropriate risk assessment processes are in place to ensure the safety of children.	15/02/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and deliver an ambitious curriculum that builds on children's existing knowledge, skills and capabilities and engages them fully in their learning, including children with SEND.	15/02/2023

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

- support staff to develop a consistent approach to managing children's behaviour so that children have a clear understanding of staff's expectations.

Setting details

Unique reference number	119968
Local authority	Surrey
Inspection number	10275146
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 5
Total number of places	86
Number of children on roll	77
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01483 538764
Date of previous inspection	24 October 2017

Information about this early years setting

Busy Bees Day Nursery at Guildford registered in 2015. It is one of a chain of nurseries run by Busy Bees Nurseries Limited. It is located in Guildford, Surrey. The nursery receives funding to provide free early education for children aged two, three and four years. It opens Monday to Friday, from 7am until 7pm, all year round, except for bank holidays. The nursery employs 17 staff, of whom 12 hold relevant qualifications at level 2 and above. The manager holds early years professional status.

Information about this inspection

Inspector
Kelley Ellis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and discussed the curriculum and what they want the children to learn.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed interactions between the staff and the children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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