

Inspection of Busy Bees Day Nursery at Altrincham

72 Ellesmere Road, Altrincham, Cheshire WA14 1JD

Inspection date: 17 March 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

Standards have declined since the previous inspection. The provider has not ensured that the newly appointed manager has the time and resources she needs to ensure the safe and effective running of the setting. Staff do not get the support they need to understand their individual roles and responsibilities or to improve their practice. As a result, the quality of care and education practice is weak across the setting. Children are exposed to undue risks in the environment. This is because staff do not implement the setting's procedures for risk assessment well enough. The required staff qualifications and ratio requirements are not always maintained. In addition, staff are not deployed well. As a result, there are times when children's needs are not met and accidents to children occur due to the lack of supervision.

Interactions with children are poor and do not support their emotional well-being or challenge their current level of learning. As a result, children, including those with special educational needs and/or disabilities (SEND) and those who receive early years funding, do not make the progress they are capable of.

Staff do not consistently manage children's behaviour to help them understand right from wrong and gain an understanding as to how their actions affect others. Older children do not gain the skills, such as patience, tolerance and turn taking, needed for later learning and school.

Despite these weaknesses, parents say they are happy with the level of service provided for them and their children. Children are encouraged to eat healthily. Food provided for children is nutritionally balanced and freshly cooked on site each day.

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

- The provider does not ensure that there are always enough qualified staff on site and available to work with children. On the day of the inspection, the high numbers of unqualified staff and the poor deployment of staff resulted in children's care and educational needs not being met. For example, babies were unsettled for long periods of time because the only member of staff who knew them well was deployed in the kitchen to cook.
- Despite a risk assessment being carried out in all rooms, staff fail to notice and remove risks in the environment. For example, staff plug in appliances such as a music centre and leave the wires trailing. These are within easy reach of the children and place them at risk of harm. In addition, despite knowing that some children still take everything to their mouths, staff open tiny bottles of bubble mixture for children to play with unsupervised. Staff do not consider the

potential risks, such as children drinking the contents or that these pose a choking hazard due to the very small parts. This places children at significant risk of harm.

- Children often wander round with no purpose. This is because staff are often busy completing jobs, such as paperwork or cleaning. This means they are not directly supervising the children and, as a result, rooms quickly become chaotic and disorganised. This results in children having unavoidable accidents at the setting.
- Children are not supported to develop positive behaviour. Staff do not intervene quickly enough when children display unwanted behaviour. There are times when children become aggressive with each other. For example, they argue and fight over toys and pull each other to the ground. Staff's lack of purposeful intervention means that children are not supported to understand the impact of their actions on others. Furthermore, children are not supported to develop self-control or respect for others.
- Recently there have been many staff changes. This is due to staff leaving and staff sickness. As a result, the key-person system is weak and does not meet children's care or learning needs. Babies who have been attending for some months are still unsettled and upset. Older children's learning needs are not met. This is because staff do not yet know them well enough to be able to plan sufficient interesting and challenging activities that further their development.
- Routine times of the day are not carried out well enough and do not support children's development or emotional well-being, particularly for children with SEND who struggle with changes to routine. For example, when staff change children's nappies, they do not engage children in meaningful interaction or conversation. Staff are more concerned with getting the task done quickly. As a result, children cry and complain. Staff do not respond to children's distress. In addition, children who can use the toilet do not always have access to toilet roll. This means they are not able to manage their personal hygiene effectively.
- Oversight of all staff's practice is not good enough. Current staffing issues mean that the manager and deputy manager are often needed to cover in the rooms. As a result, they are not able to offer staff the guidance and support they need to maintain good standards of care and education. This, in turn, has a negative impact on staff's morale and does not support them to have positive and engaging interactions with the children.
- Parents say they feel their children are happy at the setting and speak positively about the new manager. However, staffing issues mean that for some children they have had multiple key workers of late. These constant changes do not help children and their parents to form strong bonds with staff. Some parents do not know who their child's key person is. This means they are unsure who to go to should they have any concerns about their child's learning or development.
- Children enjoy playing outdoors. Older children actively look for bugs and demonstrate confidence as they tell visitors about what they have found and describe their features. Some older children show maturity as they carefully handle the bugs and place them back into the soil.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and longer serving members of staff have a secure knowledge of all child protection and safeguarding. However, new staff and those providing cover on a short-term basis, such as agency staff, do not. This includes what they need to do should they have a concern about a colleague they work with. This places children at risk of harm. Staff do not take all necessary steps to ensure children's health and safety. They fail to implement the setting's risk assessment and health and hygiene procedures. As a result, children are placed at risk of harm. Despite these weaknesses, recruitment and vetting arrangements are robust and ensure that children are cared for by suitable adults.

What does the setting need to do to improve?

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

	Due date
ensure all staff have a secure understanding of their roles and responsibilities for child protection and safeguarding, including allegations management	31/03/2023
ensure staff robustly implement the procedures for risk assessment to identify and remove all potential risks to children	31/03/2023
ensure that there are enough staff working directly with the children to provide adequate supervision to meet their care and learning needs	31/03/2023
ensure there are enough qualified staff to meet the minimum staff to child ratio requirements	31/03/2023
ensure all staff manage children's behaviour in an appropriate way to help them understand right and wrong and how their actions may affect others	31/03/2023

implement an effective key-person system that meets the needs of all children and keeps parents informed of any changes	31/03/2023
ensure staff undertake training and professional development opportunities to enable them to provide all children with a broad and well-sequenced curriculum that supports all children's progress	31/03/2023
ensure all staff have a thorough induction and that all staff receive regular coaching and supervision to help them fulfil the responsibilities of their roles, improve their practice, and strengthen their teaching skills	31/03/2023
ensure that children always have access to toilet rolls, so that they can independently manage their own personal hygiene needs.	31/03/2023

Setting details

Unique reference number	310342
Local authority	Trafford
Inspection number	10282836
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	82
Number of children on roll	89
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0161 928 9203
Date of previous inspection	13 February 2019

Information about this early years setting

Busy Bees Day Nursery at Altrincham registered in 2000. The nursery employs 13 members of childcare staff. Of these, one holds early years teacher status, one holds a relevant qualification at level 6, two hold level 3 and two hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time in the setting.
- The manager completed a joint observation with the inspector.
- The inspector spoke to the manager, area manager and quality manager about the leadership of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and looked at parents' feedback and evaluation sheets.

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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