

Inspection of Busy Bees Day Nursery at Blaydon

Park View, Shibdon Road, Blaydon-on-Tyne, Tyne and Wear NE21 5LU

Inspection date: 5 April 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised in the nursery. When key staff are absent, staff are moved around the nursery to cover. This does not ensure children's safety and well-being. For example, new key persons, who usually care for younger children, are asked to care for 13 unfamiliar pre-school children alone. During this time, the inspector observes a group of children who find an Easter gift bag. Children use scissors in an attempt to cut the wrapper off. Some children eat chocolate. Similarly, children on a craft table use scissors unsupervised. These incidents have to be swiftly pointed out to staff, whose focus was on unhappy children across the other side of the room. Staff do not know if any of the children have an allergy to chocolate until they check the allergy list. Additionally, children who appear sad and anxious are not confident to go to staff for support. They tell the inspector they do not know staff's names and do not want to ask for help. The deployment of staff during this time does not meet all children's care needs.

That said, the curriculum is well designed to build on children's skills and knowledge across the age groups. Children behave well and play together cooperatively. Most children are motivated to learn and confident to contribute their ideas during play and group discussions. They take turns in playing made-up games and happily share resources. Overall, the weakness in staffing has little impact on children learning the skills they need in preparation for starting school.

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

- The inspector held discussions with leaders, the manager and staff about their arrangements to cover staff's absence and working out of ratio. Senior staff have received training on risk assessments and what to do when staff telephone in sick. However, some are unable to recognise the potential risks of moving key persons around. Actions and recommendations relating to the continuous changes of staffing and key persons have been previously raised at the last two inspections. The continuous failure to meet this requirement raises concerns for the care and safety of children.
- When settled, the vast majority of children are happy and keen to join in with the experiences on offer. The play environments are clean and well organised with accessible resources, inside and outdoors. Babies develop good physical skills and benefit from 'tummy time' and 'standing time' as staff encourage them to engage with carefully selected resources. Staff are caring and praise every attempt to sit, crawl and walk. Toddlers begin to use the toilet and are proud to take an active part in their own self-care. Older children select activities to further develop their writing and mathematical skills. This helps children to build good foundations for their future learning.
- Children develop a keen interest in books. Older children enjoy reading to each

other, making up stories from the pictures they see. Younger children eagerly wait to see what is on the next page and answer simple questions.

- Staff plan activities based on children's interests and use these well to help children build their knowledge and skills. For example, staff set out toy animals that children are interested in. They support children to recognise the animals and learn their names. Babies enjoy making the different sounds of the animals as they identify them. This reinforces and builds children's language skills.
- Partnership with parents is a strength of the setting. Despite the changes in key persons, parents speak very positively about the nursery. Parents welcome the updates they receive online about their children's learning and how they can help at home. They say their children make great progress.
- The nursery supports children with special educational needs and/or disabilities well. For instance, staff use strategies recommended by internal and external professionals effectively to help children to communicate their needs and develop their speech and social skills.
- The new manager has the best intentions to provide high-quality care and education. She has the expertise to restore quality in the nursery and shows a determination to make continual improvements to all areas of the provision. However, the manager has yet to influence the nursery's long-term staffing difficulties, which impact on the key-person arrangements and some children's care, safety and well-being.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in staff's understanding of their safeguarding responsibilities and poor deployment of staff mean that children's safety and welfare are not fully supported, in particular during staff's absence when staff move around rooms. However, the manager and staff have a secure knowledge of child protection issues and a clear understanding of their role in helping to keep children safe from harm. They know the signs and symptoms of abuse and the procedures to follow if they have any concerns about a child's welfare. The manager knows what to do if an allegation is made against a member of staff. Leaders follow safe recruitment procedures to ensure the suitability of staff.

What does the setting need to do to improve?

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

	Due date
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<p>provide appropriate support, supervision and training for all senior staff to deploy staff effectively and to ensure that they have sufficient knowledge and understanding to carry out their roles and responsibilities, particularly during times when exceptions to adult-to-child ratios are in place</p>	<p>14/04/2023</p>
<p>improve staff's knowledge of risk assessments to help swiftly identify and manage risks within the environment to keep children safe and to ensure that children are supervised at all times</p>	<p>14/04/2023</p>
<p>provide a consistent approach to children's care and emotional well-being through a secure key-person system.</p>	<p>14/04/2023</p>

Setting details

Unique reference number	EY288926
Local authority	Gateshead
Inspection number	10283826
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	68
Number of children on roll	76
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0191 499 0550
Date of previous inspection	5 August 2022

Information about this early years setting

Busy Bees Day Nursery at Blaydon registered in 2004 and is located in Tyne and Wear. The nursery employs 18 members of childcare staff. Of these, two hold qualified teacher status, 12 hold qualifications at level 3 and one holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with staff and has 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 nursery.
- The manager and the inspector conducted a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector observed staff's interactions with children during activities and routines and assessed the impact of these on children's learning.
- The inspector and manager carried out a joint observation with staff and pre-school children.
- Staff, children and parents talked to the inspector about their experiences at the nursery.
- A meeting was held with several members of the senior leadership team. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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