

Inspection of Busy Bees Day Nursery at Beverley

Butterfly Meadows, Grange Way, Molescroft, Beverley, North Humberside HU17
9GP

Inspection date:

21 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children and parents are welcomed into the nursery by friendly, caring staff. Staff working in the baby room are patient and nurturing. They find out about children's care routines at home and follow these in the nursery. This helps children to settle quickly, and they soon form close bonds with their key person. Children are supported well when they are ready to move into the next room. This promotes their sense of security and emotional well-being. Children have good social skills. They have secure friendships and are keen to share their play with visitors. For instance, children talk about where they are going in the car they made from construction bricks. Children begin to understand their feelings and the impact their actions have on others. They behave well.

Children freely access the outdoors. Pre-school children work together well as a team during adult-led games with a parachute. They follow instructions and develop their muscles as they stretch and bend to move balls from one side to the other. Younger children engage in role play. They pretend to sell ice creams from the 'café' and discuss their trips to the seaside. Children in the baby and pre-school rooms benefit from well-planned activities that fully consider their interests and next steps in learning. They engage well and are motivated to learn more. However, the curriculum in the toddler rooms is not implemented as well. Children in these rooms do not experience high-quality interaction with staff or a good standard of teaching. As a result, they often wander with little focus for their play and are not making the best possible progress.

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

- Leaders have a clear intent for the curriculum for each room. This is shared with staff, who implement it well in the baby and pre-school rooms. Children in these rooms consistently make good progress and develop the skills they need for their future learning. However, this is not the case in the toddler rooms. Although staff know children's next steps in learning, they do not always plan activities well to help children achieve them. In addition, children's play is not supported by positive interactions from staff. This includes children with special educational needs and/or disabilities.
- Overall, staff place a strong focus on children developing their communication and language skills. As a result, children make good progress in this area of learning. Staff encourage babies to explore sounds using musical instruments. They babble and imitate sounds as they play. Staff use pictures and objects to support children who struggle to communicate through spoken language. Older children engage in discussions during small-group activities. Staff in the pre-school room deliver sessions that focus on children who need help with sounds of words and pronunciation. These children make rapid progress and gaps in

their learning quickly narrow.

- Children have free access to books. Staff support them to hold books the correct way up, to turn pages and lift flaps. Children begin to understand early technology when they use interactive books with buttons. Staff talk to children about the pictures. They give them time to repeat words and encourage them to point at the characters. Younger children practise early writing skills when they use paintbrushes and water to make shapes. Older children begin to recognise familiar letters and words.
- Children begin to develop mathematical skills. Older children begin to count to higher numbers as they help with daily routines, such as counting how many knives and forks they need at lunchtime. Toddlers look at books about insects. They count spots on ladybirds and legs on spiders. Children begin to recognise colours. They learn about size and shape, for example when building rockets using construction blocks.
- Staff implement effective care practices. They teach children about the importance of following good hygiene practices, such as washing their hands before meals and after outdoor play. The youngest children use spoons to feed themselves, while older children learn to use a knife and fork. Staff follow parents' practices, such as baby-led weaning. Children become independent in personal care routines ready for the move to school.
- Parents are positive about the care their children receive. They know what their children's next steps are and are kept informed about activities children have enjoyed during their time in the nursery. This helps them to continue their children's learning at home. Leaders seek the views of parents and act on any areas identified for improvement. For example, following a comment that parents did not recognise staff caring for their children, leaders now display which staff are working in each room.
- Leaders complete regular reviews of staff's practice. From these, they set goals for staff's professional development and provide them with training opportunities. However, leaders' evaluation is not robust enough to identify significant weaknesses in teaching. They have recognised that some children do not continue their good progress once they move into the toddler room. These weaknesses have not been addressed sufficiently to ensure children continue to enjoy good-quality learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement robust recruitment and vetting procedures to check staff are suitable to work with children. Staff keep their safeguarding knowledge up to date through regular training. They have a good understanding of signs that might indicate a child is at risk from harm or abuse. They know the procedures to follow if they have concerns about children or adults. Leaders ensure ratios are met and staff supervise children well to keep them safe. They work closely with other professionals to protect children. They complete effective risk assessments and make sure the premises are safe and secure.

What does the setting need to do to improve?

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

	Due date
consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.	20/06/2023

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

- strengthen the evaluation of staff's practice and how they implement the curriculum, so that all children experience the highest-quality learning experiences and are supported to make the best possible progress.

Setting details

Unique reference number	314667
Local authority	East Riding of Yorkshire
Inspection number	10281885
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	108
Number of children on roll	125
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01482 679999
Date of previous inspection	3 July 2018

Information about this early years setting

Busy Bees Day Nursery at Beverley registered in 1998. The nursery is part of a national chain managed by Busy Bees Day Nurseries, a private company. It currently employs 28 members of childcare staff. Of these, 18 hold relevant early years qualifications at level 2 and above. The nursery is open Monday to Friday from 7.30am to 7pm all year round, except between Christmas and New Year and on bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Nicola Dickinson

Dawn Woodhouse-Wykes

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The deputy manager and the inspectors completed a learning walk together. They discussed how the provider organised different aspects of learning.
- Children spoke to the inspectors about activities they enjoy when they attend the setting.
- The inspectors considered parents' feedback and discussed working with different families with the deputy manager.
- The inspectors carried out joint observations of activities with the deputy manager.
- The inspectors observed staff practice and held discussions with staff members about the work that they do.

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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