

Inspection of Busy Bees Day Nursery at Haslemere

Pitfold House, Woolmer Hill Road, HASLEMERE, Surrey GU27 1QA

Inspection date: 2 August 2023

Overall effectiveness	Inadequate
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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

Significant weaknesses in leadership and management put children's health and safety at risk. Dangers in the environment have not been made safe. Staff have identified risks, such as broken fence posts and exposed nails. However, leaders have not ensured that these hazards have been removed or fixed. Staff are overwhelmed by too many responsibilities. They have not been given effective supervision to support them in their roles. In some areas of the nursery staff are not effectively deployed to keep children safe. In addition, leaders do not have a clear understanding of their responsibility to report concerns about the conduct of staff, in line with the local safeguarding partnership's policy. This compromises children's safety.

Despite this, staff prioritise meeting children's needs and are dedicated to providing a welcoming and stimulating nursery for the children in their care. Children enjoy the company of their key person and seek them out for warm interactions. Staff are good role models for children. They encourage them to use polite manners and share with their friends.

Children enjoy activities that promote a wide range of learning experiences. For example, babies learn new vocabulary as they enjoy music and singing. Toddlers choose and explore items that interest them. Pre-school children enjoy learning about parks and their local environment. Staff persevere with their efforts to ensure that children receive good-quality education and care, and as a result children are happy and secure.

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

- The procedure for completing risk assessments is not effective. Children are exposed to undue risks in the environment. This is because staff do not understand and implement the setting's procedures for risk assessment well enough. The layout of the pre-school area of the nursery means that staff sometimes find it difficult to meet children's needs effectively. Despite staff's best efforts, children are put at risk due to weaknesses in organisation and staff deployment.
- Staff have not been made fully aware of their roles and responsibilities. On occasion, they are overburdened by additional tasks, such as cleaning the rooms used by children. Many staff are new to the nursery, and leaders fail to ensure that some staff are safely and effectively deployed. Consequently, some staff have an unmanageable workload. This has an impact on their well-being and morale.
- Staff provide plenty of opportunities for children to develop their physical skills. There are plans in place to develop the outside learning environment and in the

meantime, children run and balance on logs. Older children develop their small muscles as they manipulate dough, and learn to use different tools, such as cutlery and scissors. Babies benefit from an environment that is designed to help them to develop their mobility.

- Children benefit from a carefully devised curriculum, and staff have a clear idea about what they want them to learn. Staff consistently build on children's independence skills as they get older and move through the rooms. For example, toddlers begin to take responsibility for their own hygiene practices, such as washing their hands. This is built on in the pre-school room, where children self-serve their food at mealtimes and scrape their plates when they have finished eating.
- Despite weaknesses in other areas, leaders support staff to plan exciting learning opportunities. Staff encourage and support children to share their daily experiences, including those who may lack confidence in speaking in front of others. They praise children for their achievements, and children develop positive self-esteem.
- Staff use effective assessment to monitor children's development from a very young age. This ensures that gaps in children's learning are swiftly identified, and that support plans are put in place. Children with special educational needs and/or disabilities are well supported by their key person. Advice or support is sought when needed from the relevant professionals.
- Parents feel that they have built strong and secure relationships with their child's key person. They share that they are grateful for the variety of activities, especially those their children do not experience at home, such as messy play. Parents receive assessments at least twice a year, to outline their children's learning and progress.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and well-being are not assured. Leaders and managers do not monitor staff's practice or check the play environment carefully enough to keep children safe. Staff are not always deployed appropriately to ensure children's safety. Managers do not consistently follow appropriate procedures if an allegation is made or if a concern is raised about a member of staff. Nevertheless, staff have received training and know who to tell if they have concerns that a child is at risk of abuse.

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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ensure leaders improve their knowledge and understanding of allegation management, taking account of the local safeguarding partnership's advice and policy	28/08/2023
implement robust risk assessments and ensure all potential hazards are swiftly identified and removed	28/08/2023
improve staff deployment to help establish routines, improve organisation and ensure children's safety at all times	28/08/2023
improve the arrangements to supervise and support staff, to promote a culture of mutual respect and teamwork and to ensure they can carry out their roles and responsibilities effectively.	28/08/2023

Setting details

Unique reference number	119969
Local authority	Surrey
Inspection number	10303623
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	0 to 4
Total number of places	88
Number of children on roll	103
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01428 658726
Date of previous inspection	2 August 2019

Information about this early years setting

Busy Bees Day Nursery at Haslemere registered in 1992. The setting is open on weekdays, from 7.30am to 6.30pm, all year round, excluding Christmas and bank holidays. There are 17 members of staff who work directly with children, 10 of whom hold recognised early years qualifications. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Kate Williams
Kelli Wiseman

Inspection activities

- This was the first 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 setting.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk of all areas of the nursery, and discussed the early years curriculum.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to/communicated with the inspectors during the inspection.
- Parents shared their views of the setting with the inspectors.
- The leaders provided the inspectors with a sample of key documentation on request.

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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