

Inspection of Busy Bees Day Nursery at Farnborough QinetiQ

Building 301A, Armstrong Way, The Fairway, FARNBOROUGH, Hampshire GU14
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Inspection date: 5 September 2023

Overall effectiveness	Inadequate
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

There are significant weaknesses in safeguarding arrangements as well as in leadership and management. This compromises the safety of children.

Staff do not consistently reinforce rules and boundaries for the children. This means children do not have a secure understanding of what is expected of them and often go off to follow their own agenda. For example, when leading a group activity for older children, staff give directions and instructions. They discuss some rules and explain what is going to happen next. However, when children do not follow the directions given, this goes unchallenged by staff. As a result, the messages that children receive are unclear. This does not help them learn the difference between right and wrong.

Children show an interest in books and stories. Some children will pick up books and look at them independently. However, when staff read to them at story time, some children want to listen and sit patiently, while others are disengaged and talk to their friends. Rather than engaging all children effectively, staff raise their voice to read the story over the children that are talking. This increases the noise levels and children who initially wanted to listen to the story lose focus. This does not create an environment where children learn and achieve all that they are capable of.

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

- Failings in safeguarding means that the children's safety cannot be assured. Managers do not robustly follow their safer recruitment processes to ensure that those who have a responsibility to care for children are suitable to do so. This does not promote children's welfare and personal development.
- The key-person system is not fully embedded across the setting to support children's needs. For instance, new children are not cared for by consistent key persons who know them best. This does not promote the children's personal, social and emotional development, despite this being a focus for their learning. Children are unsettled and their emotional security is not supported.
- Some aspects of learning are sequenced well to support children to improve the skills they need as they move through the rooms. However, managers and leaders fail to ensure that staff have secure knowledge of how assessments are used to further develop children's learning. This means that staff are not aware of what children already know and what they need to learn next. Not all staff use assessments to monitor the progress that children make over time and assess their abilities to date. Consequently, the curriculum and activities provided do not build consistently on children's skills and knowledge.
- Staff do not obtain the advice they need to support children with special

educational needs and/or disabilities (SEND). The special educational needs coordinator is not fully confident in their role. As a result, referrals are not made to ensure that children receive the support they need at the earliest opportunity. All children, including those with SEND, are not making the progress they should be.

- Those in charge do not take prompt action to ensure that the correct qualifications and ratio requirements are adhered to. They do not ensure that staff with required qualifications are deployed effectively to meet all the children's needs. Furthermore, staff have not received the essential training that is needed to care for the youngest children. This means that children are not receiving the best care to meet their individual needs.
- The manager does not have rigorous systems in place to monitor staff performance effectively and identify specific training needs. Therefore, staff do not receive the support they need to progress their own learning and further develop their skills. Furthermore, opportunities to discuss any concerns that they have are limited. As a result, staff are left feeling unsupported and their well-being is affected. This has an impact on the quality of care and education that the children receive.
- Managers and leaders have failed to implement effective behaviour management strategies. This does not support the staff to successfully manage and promote positive behaviours for all children. Furthermore, staff do not always notice unwanted behaviour. For example, some children wear masks and roar in other children's faces. Children recoil at the unwanted behaviour of others and express their dislike by their facial expressions. Poor behaviour management compromises the personal, social and emotional development of all children.
- There are positive relationships with parents, who value the friendly staff team.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not have effective oversight of staff's understanding of child protection. Therefore, weaknesses in staff's knowledge are not identified and addressed with specific training that helps to keep children safe. Despite this, staff know who the designated safeguard lead is. They demonstrate an understanding that allegations made against a member of staff should be reported to the local authority designated officer. However, the manager does not have robust systems in place when recruiting staff and ensuring their on-going suitability to work with children. Weaknesses in safeguarding compromise the safety and welfare of the children.

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 that all staff have a secure knowledge and understanding of safeguarding procedures	10/10/2023
implement robust recruitment procedures to assess staff's suitability and ensure that all adults looking after children are suitable	10/10/2023
implement an effective key-person system to ensure that all staff know about the children in detail and that children are cared for by familiar staff	10/10/2023
develop staff's understanding of how to use assessment to monitor children's development and plan for their learning	10/10/2023
implement an ambitious and well-planned curriculum to support children's learning and development across all areas of the EYFS	10/10/2023
develop staff's knowledge and understanding of how to access sources of support, advice and assessment for children with SEND, in order to take swift action where appropriate and ensure that all children make the best possible progress	10/10/2023
put appropriate arrangements in place to ensure that the minimum legal requirements for qualified staff are maintained and staff working with the youngest children receive specific training to meet their needs	10/10/2023
introduce regular staff supervision and strengthen monitoring systems, in order to identify and prioritise training needs and improve staff well-being and the quality of teaching for all children	10/10/2023

ensure that all staff have the skills, knowledge and understanding to manage children's behaviour appropriately.	10/10/2023
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Setting details

Unique reference number	110095
Local authority	Hampshire
Inspection number	10309469
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 5
Total number of places	159
Number of children on roll	92
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01252 533430
Date of previous inspection	25 February 2020

Information about this early years setting

Busy Bees Day Nursery at Farnborough QinetiQ registered in 2001. It is one of a chain of nurseries run by Busy Bees Nurseries Limited. The nursery is open from 7.30am to 6pm, for 52 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Of the 20 staff who work with the children, 12 hold relevant qualifications at level 3 and above, including one member of staff who holds a relevant degree. The nursery also employs an administrator and a chef.

Information about this inspection

Inspectors

Kelley Ellis
Lindsay Osman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The staff spoke to the inspectors about how they support children with SEND.
- The deputy managers and inspectors completed a learning walk together 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 carried out joint observations of a group activity with the deputy managers.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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