

# Inspection of Busy Bees Day Nursery at Morden, Martin Way

2-4 Martin Way, Morden, Surrey SM4 5AH

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Inspection date: 4 October 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is inadequate**

There are significant weaknesses in leadership and management, and safeguarding arrangements. This compromises children's safety.

The quality of teaching at this nursery is poor. New staff do not receive adequate training to help them to implement the curriculum intent, and to help to improve their teaching skills. For example, staff do not effectively support children's communication and language development. Furthermore, children with special educational needs and/or disabilities (SEND) and those children in receipt of funding are not well prepared for the next stages in their learning or when they move on to school.

Staff do not implement an ambitious curriculum. Children in the pre-school room often play with incomplete sets of resources. The environment is chaotic, children become bored, distracted by others and wander around. This sometimes leads to unwanted behaviour. The experiences and opportunities available to children do not meet their individual needs, and do not promote children's enjoyment and focus on learning.

Staff do not provide targeted support, particularly for children with SEND. All children's individual needs are not consistently and carefully considered. As a result, all children do not make the best possible progress they are capable of.

Despite these weaknesses, there are a few occasions when some staff provide experiences to enthuse children. For example, babies and toddlers enjoy exploring the textures of cornflour, water, and sand.

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

- The quality of care and education have significantly deteriorated since the last inspection. The current leadership and management team is weak and fail to identify several breaches to the requirements. As a result, the overall quality of the setting is inadequate. The leadership and management team fail to manage the team of staff effectively. The staff morale is low as they are lacking the support they need. In addition, there is no named deputy to take charge in the manager's absence. Leaders and managers expect other staff to take the lead if they are not present. However, they have no experience and skills to deputise in their absence.
- New staff have not received appropriate induction and, therefore, do not fully understand their roles and responsibilities. Other staff lack arrangements for supervision, support, training, and opportunities for professional development. Consequently, many staff show poor teaching skills and, as a result, children lack

good-quality learning experiences and do not make the progress they are capable of.

- Staff fail to build on children's learning and development. For example, they do not extend children's vocabulary and they do not know how to effectively support children's communication and language development. Some staff do not give children enough time to think and answer questions in their own time. Although, on occasions, some long-standing staff interact with children well.
- The key-person system is ineffective. Although every child has an assigned key person, they do not necessarily spend time with them. Some staff often move around to cover the ratios in other rooms or other staff are permanently assigned to work in different rooms. As a result, new children take longer to settle. There are occasions when staff are not given information on how to meet their key children's needs. This means that children's needs cannot be met effectively.
- Most parents report a lack of support and communication from the leadership and management team. There are occasions when they fail to inform parents about staff changes, children's care, support, learning, and progress. Nevertheless, parents praise some long-standing staff for being kind, caring, and supportive.
- Staff are not always deployed effectively to supervise children and keep them within sight and hearing. This compromises children's safety and well-being.
- Many staff are not skilled enough to build on children's growing understanding of mathematics. They have poor understanding of the areas of learning they teach and the way children learn best.
- The management team does not use additional funding effectively to help provide extra support for children with SEND. Children are not well prepared for the next stages in their learning or when they move on to school.
- Some staff remind children how to behave well, share, and handle resources with care. They teach children to respect each other's differences.
- Children have regular access to the outdoors and lots of fresh air. They have opportunities to build on their physical skills. For example, they test their coordination on balancing beams. Children benefit from a balanced and nutritious diet, which supports their good health.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and welfare cannot be assured. The designated safeguarding leads fail to follow the safeguarding procedures in line with the local safeguarding partnership. They are unclear who to contact should they have a concern about staff or children. New staff also lack this knowledge, including the knowledge of the 'Prevent' duty guidance. Current arrangements for risk assessments are ineffective. Children access hazards within the outdoor environment. This compromises their safety. On the day of the inspection, an unauthorised person entered the premises because the entrance door was left open and unsupervised. This practice significantly compromises children's safety.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
implement a policy and procedures to safeguard children in line with the local safeguarding partnership	24/10/2023
ensure staff, including the designated safeguarding lead receive appropriate training to improve their knowledge of safeguarding issues, including the Prevent duty guidance, and understand the procedures to follow should they have concerns about a child or an adult working with children	24/10/2023
improve induction procedures to support new staff's understanding of setting's procedures, equipping them with the knowledge of their roles and responsibilities	24/10/2023
implement effective staff supervision and provide support, training and professional development opportunities for all staff to improve their practice and promote high-quality learning and development experiences for all children	24/10/2023
ensure there is an effective key person system in place to help children settle when they first start and to meet their individual needs	24/10/2023
ensure there is a named deputy to take charge in the manager's absence	24/10/2023
improve the deployment of staff so that children are always within sight and/or hearing, to ensure their safety	24/10/2023

ensure that no unauthorised person can enter the premises	24/10/2023
ensure robust risk assessments are in place and followed to ensure all areas of the premises, including the garden, are safe and suitable for all children who attend	24/10/2023
ensure there are effective arrangements in place to support children with SEND to meet their needs and help them make the best possible progress	24/10/2023
develop trusting relationships with parents and effective two-way-flow of information about children's care, support, learning, experiences, and staffing in the setting.	24/10/2023

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

	<b>Due date</b>
improve planning of the curriculum, implementation and intent, so that it consistently builds on children's emerging needs and interest in all areas of learning and development, in particular communication and language development	04/01/2024
ensure all children have access to a stimulating and challenging learning environment, and opportunities to consistently build on what they know and can do, enjoyment and a focus on learning.	04/01/2024

## Setting details

<b>Unique reference number</b>	EY349182
<b>Local authority</b>	Merton
<b>Inspection number</b>	10310567
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	020 8540 8090
<b>Date of previous inspection</b>	12 September 2018

## Information about this early years setting

Busy Bees Day Nursery at Morden, Martin Way registered in 2007. The nursery is based in Morden in the London Borough of Merton. The day nursery is open each weekday from 8am until 6pm for 52 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 36 members of staff who work at the nursery. Of these, 18 hold relevant qualifications from level 2 to level 6.

## Information about this inspection

### Inspector

Katarina Hustava

## Inspection activities

- 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The management team and the inspector discussed how the early years provision is organised, including the aims and rationale for their early years foundation stage curriculum.
- 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 carried out a joint observation with the management team.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the setting.
- The management team provided the inspector 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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