

Inspection of Busy Bees Day Nursery at Cheam

261 Malden Road, Cheam, Sutton, Surrey SM3 8ET

Inspection date:

11 December 2024

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The nursery has been through a period of change as there has been and continues to be many changes to leaders and staffing. Leaders have recently introduced a new curriculum which overall, is well designed to promote children's progress from their starting points. However, leaders have not ensured that all staff implement the aims of the curriculum consistently. Staff identify children's next steps in learning and generally provide activities that interest them. For example, staff use props as they read 'Dear Zoo' to babies and use physical activities to engage children in exploring numbers. However, interactions between staff and children are variable as staff do not always focus their teaching to meet children's individual needs, including those with special educational needs and/or disabilities (SEND). This results in some children losing interest and wandering around with less purpose to their play.

Staff are caring and kind towards children. Staff use mirrors when exploring facial expressions and introduce children to feelings. Staff encourage children to wait for their friends as they have a go at exploring resources during play. Children are starting to build relationships with their peers.

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

- Leaders acknowledge there are improvements to be made in the nursery. Staff have completed a vast amount of training since the last inspection. However, leaders do not maintain clear oversight of the impact of training on staff knowledge and practice, to ensure the quality of the provision for children is improved.
- Staff get to know children when they start at the nursery. This helps children to develop bonds with staff and mostly settle well into their care on arrival. Staff learn about children from their families and through observations which help them to identify what children need to learn next.
- Staff can clearly explain the intent of the new curriculum however, they do not always successfully put it into practice due to some aspects of training that are yet to be fully embedded. Although children make some progress, staff do not fully support them to make the best possible progress they can from their starting points.
- Focused group activities are provided for children and some older children sit well and patiently wait for their turn. However, at times children lose interest as staff do not adapt teaching to promote engagement and meet children's individual learning needs, including those with SEND. Some children do not receive valuable interactions from staff. Consequently, children begin to flit around the room, spend long periods of time in a chosen quiet space and/or their behaviour deteriorates.

- Daily routines do not always run smoothly. The lack of organisation impacts on children's learning, and they miss out on meaningful learning experiences. For example, staff hold children in group activities for a long period while being frequently interrupted. This means children can become disengaged.
- Staff encourage young children to join in with songs and rhymes to support their vocabulary. Babies identify the sounds animals make. Toddlers use actions and initiate songs they enjoy. Throughout the nursery children are introduced to mathematical vocabulary in the context of their play.
- Children generally behave well. They follow instructions from staff and often play well together. However, staff do not always provide an explanation to help children to understand the consequences of their actions.
- Parents comment that staff are approachable. Staff talk with parents when they drop off and collect their children. Information about children's daily routines and activities are uploaded onto an online application. This helps to ensure that parents are informed about their child's day.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 leaders have sufficient oversight of the impact of training to support staff to deliver quality learning experiences	03/01/2025
implement the curriculum consistently to ensure individual children's learning needs are met, including those with SEND so they make good progress.	03/01/2025

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

- strengthen the organisation of transitions and routines to reduce the impact on children
- develop staff practice so that they consistently build on children's understanding of appropriate behaviour, including the consequences of their actions.

Setting details

Unique reference number	EY241497
Local authority	Sutton
Inspection number	10375514
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	88
Number of children on roll	75
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	020 8644 3654
Date of previous inspection	18 December 2023

Information about this early years setting

Busy Bees Day Nursery at Cheam registered in 2002 and it is located in the London Borough of Sutton. The nursery is open each weekday from 7.30am to 6.00pm, all year, except public holidays. There are 21 members of staff, 13 of whom have qualifications from level 2 to level 6. The nursery receives funding for the provision of free early education for children.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector spoke with leaders about the leadership and management of the setting.

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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