

# Busy Bees Day Nursery at Chandlers Ford

Pilgrims Close, Valley Park, Chandler's Ford, Eastleigh, Hampshire, SO53 4SD

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 03/09/2013 |
| Previous inspection date | 25/03/2013 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 4 |
| The contribution of the early years provision to the well-being of children            |                         | 4 |
| The effectiveness of the leadership and management of the early years provision        |                         | 4 |

## The quality and standards of the early years provision

### This provision is inadequate

- The key person system and deployment of staff do not fully support every child's well-being to meet their needs at all times.
- Staff engagement with children is inconsistent and does not always support children's continued learning.
- The planning and organisation of activities are not consistent to fully promote children's learning.
- Teaching techniques do not always focus on the different ways that children learn.
- Management does not sufficiently support staff to enable them to work effectively as a team or to successfully implement changes.

### It has the following strengths

- As younger children move between rooms in the nursery they are reasonably well supported in joining a new age group of children.
- Staff provide children learning English as an additional language with appropriate support.
- Children are provided with a well-resourced and interesting learning environment.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspectors observed children's play and staff interaction in all areas of the nursery, indoors and outside.
- The inspectors spoke to the manager, the deputy manager and staff from upper management at appropriate times throughout the observations.
- The inspector and manager undertook a joint observation of a teaching activity.  
The inspector looked at children's learning journeys, planning documentation, the self-evaluation form, a selection of policies and children's records, and staff suitability records.
- The inspectors also took account of the views of two parents spoken to on the day.

## Inspector

Alison Kaplonek

## **Full Report**

### **Information about the setting**

Busy Bees Day Nursery is part of a large chain of nurseries. The nursery opened in 2002 and operates in purpose-built premises in Chandler's Ford, Hampshire. The nursery is divided into three units, with access to enclosed outdoor areas at the side and rear. There is easy access for wheelchairs and a lift to the first floor, with toilet facilities on both levels. The nursery serves the local and surrounding areas. The nursery opens five days a week all year around from 8am to 6pm. An additional hour of care is available at both the beginning and the end of the day at the parents' request. There are currently 85 children from nine months to five years on roll, all of whom are in the early years age range.

The nursery receives funding for the provision of free early education to children aged three and four years. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered on the Early Years Register. The nursery employs 17 members of staff who work with the children, of whom 15 hold appropriate qualifications at level 3.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

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

- ensure that children have their needs met at all times through effective deployment of staff and improved organisation of the areas used at arrival times, with particular regard to the care of the babies.
- develop the key person system and staff knowledge of this role to ensure that children's emotional well-being is supported and that they form secure attachments with their carers; and ensure that all practitioners use effective strategies to support learning that match children's individual needs.

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the planning and guiding of activities by ensuring that practitioners reflect in their practice the different ways that children learn, and engage with others and their environment to enable them to become effective and motivated learners
- improve systems for the supervision of staff to support, coach and train them, improve their personal effectiveness and ensure consistency across the staff team.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

Although the nursery takes positive steps towards meeting children's needs, there are weaknesses in practice which have an impact on children's learning and development. Educational programmes cover all areas of learning and staff are aware that they should concentrate on the prime areas initially for the youngest children. All children have easy access to a range of age-appropriate activities, which are set out each day for them in the various rooms of the nursery. Every child has a key person who undertakes observations, makes an assessment of children's progress and sets next steps to encourage further development to be made. This includes the progress check for children aged two to three years of age. However, weaknesses remain and although the key person system has been strengthened since the last inspection because children now have a relief key person, it is not implemented successfully to meet children's needs. The next steps in children's learning are easily available for all staff to see and implement. However, staff engagement with children and strategies used to support learning are not always consistent across the nursery. While some staff question children reasonably well, others ask closed questions or miss opportunities to stimulate children's thinking. Planning of activities is not always well-considered and as a result not all children are keen to join in activities. Staff observe children and interact kindly but are less effective at motivating or challenging children in

their play and learning.

All areas of the nursery are well resourced and very young babies enjoy the safe, cosy environment set up for them during the main part of the day. They play happily with the treasure baskets or shiny musical toys which they can reach out and touch. They smile at staff who are attentive and laugh with them, talking to them about how they feel or what they are doing. Slightly older babies enjoy their time outside and confidently make choices as they move around the environment. However, some staff engage with one child only and fail to support the other children. For example, they help a child find their drink's container and miss an opportunity to stimulate learning when children are pointing to the sky as they watch a bird perch on the roof of the building. Opportunities to develop language and follow children's interests are missed. Toddlers also enjoy their outside play and although their main base room is upstairs, they are well provided with a range of equipment covering all areas of learning such as books and mark-making equipment. Some staff engage well as they share dual language books with children who speak English as an additional language.

The pre-school room is set up in learning zones and it is clear to the children what they can do and play with in each area. Children have easy access to the outside areas which have been improved with additional resources added since the last inspection. Children can now enjoy activities outside which cover all areas of learning. Some children are busily engaged in activities, such as digging in the sand pit or developing their physical skills as they use larger equipment. Some children count well and talk about shape and size as they complete simple puzzles or play table top games. Staff use praise and encouragement with some children, while others are not well supported and left to wander around aimlessly. Staff talk to the children and are kind and considerate but are not aware of every child's next steps if the key person is not present. Staff use some positive strategies and interventions to provide children who may need extra support with additional help. For example, staff seek support from their area special educational needs coordinator and other experts within the nursery organisation. As a result, children receive the care and learning they require through individual education plans and additional support from other professionals as required. However, some staff lack sufficient knowledge about the different ways that children learn and the role which adults play. As a result, not all children are making progress as they should.

### **The contribution of the early years provision to the well-being of children**

Although some changes have been made since the previous inspection, such as the sharing of information between key staff when children move within areas of the nursery, the key person system remains weak. On arrival babies gather in their area which consists of three different rooms. Some key staff are in other areas of the nursery and this time is not well organised and many children do not settle to an activity. Management does not intervene as they are otherwise engaged. As a result, some children's emotional well-being is not sufficiently well supported to enable them to form secure attachments with their carers. In the pre-school room, some children arrive confidently and easily choose an

activity or resource to play with. They chat to their friends and staff about what they are doing. Children who are upset are spoken to kindly by staff who are present if the key person is not. However, the relief key person system does not always work as some staff lack the skills to engage children in activities or meet their emotional needs. A few children are not well supported and are left to wander aimlessly. This shows that the weakness in staff deployment remains and therefore children's well-being cannot be assured.

Children's care needs are reasonably well provided for and children are encouraged to be independent at mealtimes. Children all know to wash their hands before eating and use the small sinks or hand wipes provided. Older children know to use a tissue to wipe their noses and dispose of these in the bin provided. The nursery ensures that all children have a hot, nutritious meal at midday and all allergies or food preferences are taken into account. Food is clearly labelled with children's names and place mats show staff which children have particular health needs. Younger babies are fed by staff who sit and chat to them as they feed them. Older children enjoy mealtimes as a social occasion, as they sit together with staff and many help themselves to food or pour their own drinks. Pre-school children and toddlers take part in active 'wake and shake' sessions at the beginning of the morning and afternoon sessions to stimulate and aid concentration. They learn about the importance of physical exercise as they enjoy music and movement times.

The nursery is well resourced in all areas and children have access to good quality toys and equipment. Many children have the freedom to choose when they want to play inside or outside and children upstairs are able to ask to go outside at any time. Children are kept safe in their own age groups but also enjoy talking to the other children and staff over the fences. Children have pencils and mark-making equipment, books and bug boxes outside, as well as equipment for their larger physical development. Some children take toys from indoors into the outside area to support their learning and interests. Children are well supported as they move between the different age groups within the nursery, going on 'visits' to their new rooms until they have settled into the routine. Older children learn to be independent, take themselves to the toilet and some talk confidently to adults. This all helps to prepare them for their move to school.

### **The effectiveness of the leadership and management of the early years provision**

This inspection took place following concerns raised to Ofsted relating to ratios, child supervision, staff deployment, accidents and complaints. Although the management team has worked hard since the last inspection to make improvements, leadership and management of the nursery remains weak. Evidence gathered at inspection found that nursery managers has met some of the previous actions and recommendations, but not all. Overall, management have some understanding of the learning and development requirements and the safeguarding and welfare requirements. Staff appropriately maintain ratios within the different areas of the nursery and supervise children while they play outside. Any accidents or injuries are dealt with quickly and staff with first aid training ensure that accident report forms are completed and shared with parents when they

collect their children. Any complaints received are responded to by management and records are kept of the outcome of these concerns.

However, systems to monitor staff practice are still not sufficiently robust to meet the needs of all children. Although some improvements have been made to the organisation and deployment of staff, and to the key person system, this has had little impact on improving outcomes for all children in the nursery. As a result of the inspection findings, the provider is required to take further action relating to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This is because the provider has not met the requirement relating to staff deployment, and this remains a weakness in practice.

Nonetheless, management and staff have a sound knowledge and understanding of safeguarding procedures and how to protect the children in their care. They provide children with a safe and secure environment in which to play and learn. Recruitment and induction procedures ensure that staff are suitably qualified and vetted. All staff receive regular supervision and during this process, any training needs are identified. However, systems to support and coach staff and to ensure consistent good practice across the nursery, with clear management role models, are insecure.

Self-evaluation is carried out by management and takes account of the views of staff and parents. Management successfully identify the improvements which have been made since the last inspection and some areas of continuing development for the future. However, the inconsistencies within staff practice and the overall management of this, remains an area for improvement not identified in self-evaluation. As a result, not enough is being done to improve and enable effective teaching and learning.

Communication with parents is effective and parents are pleased with the care provided for their children. Parents are kept well informed about the policies and procedures in place and have regular opportunities to talk about their children's learning and look at their learning journey folders. They are provided with ideas of activities to complete at home with their children and feel involved in their children's learning and development. Staff work with the parents of children who speak English as an additional language and request key words in the child's home language. By using these words in children's play, staff enable these children to feel safe and secure within the nursery. All parents are able to feedback their views via room surveys, use of the suggestion box or through attending parent partnership meetings. The nursery receives support from their local authority and work with any other settings children may attend. They have started to seek permission from parents to make links with these other settings and so enable continuity for the children.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.  |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.  |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.   |



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY225569                                  |
| <b>Local authority</b>             | Hampshire                                 |
| <b>Inspection number</b>           | 930821                                    |
| <b>Type of provision</b>           | Full-time provision                       |
| <b>Registration category</b>       | Childcare - Non-Domestic                  |
| <b>Age range of children</b>       | 0 - 8                                     |
| <b>Total number of places</b>      | 116                                       |
| <b>Number of children on roll</b>  | 85  |
| <b>Name of provider</b>            | Busy Bees Day Nurseries (Trading) Limited |
| <b>Date of previous inspection</b> | 25/03/2013                                |
| <b>Telephone number</b>            | 0238 0262703                              |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

