

Busy Bees Day Nursery at Bury St Edmunds

MacMillan Way, off Hardwick Lane, Bury St Edmunds, Suffolk IP33 2GJ



Inspection date	24 September 2018
Previous inspection date	5 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The quality of teaching is variable. The manager has recently implemented a new system to monitor staff's performance. However, this does not have a positive impact on raising the quality of all staff's teaching practice.
- Staff do not share detailed information with all parents about children's progress or about their plans for children's future learning. Staff do not seek to engage all parents in children's development so that parents can continue children's learning at home.
- Some staff do not respond swiftly to address emerging gaps in children's learning. They do not provide all children with highly focused activities that are targeted to their needs. Some children do not make good enough progress from their starting points.

It has the following strengths

- Older children learn how to keep each other safe. They know how many children can access the large play equipment at any one time. They patiently wait for their turn until it is safe to use the equipment. Staff give children meaningful praise to help children understand the impact of their behaviour.
- Babies have lots of opportunities to develop their physical skills. They build and move toys around to develop their coordination. They enjoy sensory play and are eager to find out how things work.
- Babies build strong bonds with staff. They seek staff out for reassurance when needed, and staff respond accordingly. Staff meet babies' care needs well and are sensitive to their changing needs, such as when they are tired or hungry.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff's performance and implement an effective system to supervise, support and coach staff that secures consistent and ongoing improvements to teaching practice and the quality of care and education offered to children	24/12/2018
improve partnership working with parents, including those who are hard to reach, and share detailed information with them about children's learning and progress, to promote continuity in learning in the nursery and at home	24/12/2018
respond promptly to any emerging gaps in children's learning and precisely plan learning opportunities that are targeted to children's individual needs so that any gaps in learning close quickly.	24/12/2018

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She also spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspectors

Julie Meredith-Jenkins
Lindsey Cullum

Inspection findings

Effectiveness of leadership and management requires improvement

The recently appointed manager identifies some areas to improve and has secured developments to staff's practice in the pre-school room. She is committed to the continued development of the provision. Staff access training to raise their skills and knowledge of how to promote children's positive behaviour. The manager monitors staff's performance. However, the systems to help staff in the toddler room to improve their practice are not yet effective. In addition, the manager does not identify where some staff fail to provide targeted support for individual children who are not making sufficient progress. Safeguarding is effective. Staff know how to report any concerns they have about children's welfare, including when they have concerns about those staff who work with children. The manager follows safe recruitment procedures. She checks on staff's continued suitability to work with children.

Quality of teaching, learning and assessment requires improvement

Staff complete assessments of children's learning and check on their progress. However, some staff do not take decisive action where children begin to fall behind their peers. While they plan some next steps for children, they are not precisely targeted to their individual needs. Staff do not consistently seek parents' contributions when assessing children's progress or involve them in plans to support their continued learning. Some staff in the toddler room lack enthusiasm when interacting with children, and children disengage from activities. However, teaching in the pre-school room is effective. Children show high levels of engagement and concentration in activities. They listen intently to stories and eagerly finish off rhyming sentences. Staff provide regular opportunities for older children to count and develop their mathematical skills. They take part in small-group activities where they remain focused and eager to learn.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and planning for children's learning have an impact on children's personal development. Some children, particularly toddlers, are not keen learners as teaching and activities do not meet their individual needs. However, staff support children to adopt healthy lifestyles. Parents comment positively about the healthy food that children eat and that staff involve them in any menu changes. Children are physically active. Older children throw and catch balls. Babies crawl around safely and practise their early walking skills. Staff support older children to make choices. They vote for which group activity they would like to participate in. Staff encourage children to listen to others and respect their views.

Outcomes for children require improvement

Weaknesses in teaching and planning lead to variations in the levels of progress that some children make. Children in the pre-school room progress well. They are eager and motivated to learn. This helps them to be well prepared for their move to school. Babies quickly settle and become confident to explore the environment. However, some children in the toddler room do not progress consistently well and gaps emerge in key areas of learning, such as their language development. Those children are not well prepared for the challenges in their future learning.

Setting details

Unique reference number	EY407654
Local authority	Suffolk
Inspection number	10078639
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	1 - 4
Total number of places	96
Number of children on roll	94
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	5 October 2016
Telephone number	01284 829980

Busy Bees Day Nursery at Bury St Edmunds registered in 2010. The nursery employs 23 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

