

Busy Bees Day Nursery at Cheadle Kingsway

Inspection report for early years provision

Unique reference number	307163
Inspection date	10/11/2011
Inspector	Sarah Quinn

Setting address	High Grove Road, Cheadle, Cheshire, SK8 1NP
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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Busy Bees Day Nursery at Cheadle Kingsway was established in 1997. It operates from single storey, purpose built premises in the Cheadle area of Stockport. There are four children's playrooms and three enclosed outdoor play areas. The nursery is open Monday to Friday from 7.30am to 6pm, throughout the year, with the exception of bank holidays.

The nursery is registered on the Early Years Register to provide full day care for 67 children with not more than 24 under two years old. There are currently 97 children on roll; of these 22 are funded two-, three- and four-year-olds. The nursery supports children who speak English as an additional language and children who have learning difficulties and disabilities.

The nursery employs 20 practitioners. Of these, 14 hold appropriate early years qualifications; two at Level 2, ten at Level 3 and two hold foundation degrees. One practitioner is training to Level 2 and two to Level 3. One practitioner is working towards a foundation degree and the manager is working to achieve Early Years Professional Status. The setting receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is extremely well promoted at the nursery as practitioners know the children very well and ensure that all children have equal access to the experiences provided. Detailed and well-established systems of planning successfully impact on children's learning and development. Children enjoy their time at the nursery and make excellent progress. The managers and leaders are excellent role models and have ambitious targets for the nursery. Very thorough and effective systems to monitor and evaluate provision ensure that strengths and weaknesses are quickly identified. The nursery's capacity for continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further practitioners' understanding of highly effective interaction with children, including role modelling learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust and recruitment, induction and ongoing suitability procedures are rigorous and effective. Most practitioners are trained in first aid and all are very well aware of appropriate child protection procedures. Risk assessment procedures are thorough and are very well carried out by all practitioners. All practitioners are well aware of the specific individual needs of children and ensure their needs are met, for example, they sign for personalised meals for children with allergies and feed them one-to-one.

Managers and leaders are strong role models for the highly committed and hard-working practitioners, who are central in ensuring the nursery's strong provision. Planning and assessment is highly effective and next steps in learning are consistently identified in all six areas of learning. Next steps are effectively used to inform future plans. Equality and diversity are very well developed through the use of innovative resources and through practitioners' excellent knowledge of each individual. Children with special educational needs and/or disabilities or with English as an additional language, make excellent gains in their learning and practitioners thrive on their rapid development.

Links with outside agencies, childcare professionals, schools and other providers of the Early Years Foundation Stage are excellent and contribute significantly to the children's achievement. Practitioners use first-hand observation and excellent relationships with parents and carers to get to know and understand children's needs. There are highly effective systems in place to engage parents and carers. There is strong emphasis on ensuring that all practice is inclusive for all families through strategies, such as bilingual signage. Parents' suggestions and opinions are readily taken on board and monthly parents meetings with the parent liaison officer ensure their views are heard. As a result, both parents and children are very happy and supportive of the setting.

Everyone works extremely well together, sharing an insightful vision and clear direction for the nursery's development. Since the previous inspection effective steps have been taken to make further improvements and strengthen procedures within the setting for the benefit of children. Rigorous and accurate evaluation of the nursery's performance informs plans for the future, and these are very well supported through clear action planning for each room, and for the nursery as a whole.

The quality and standards of the early years provision and outcomes for children

Children make outstanding progress as excellent opportunities are provided to support development in all areas of learning. Planning is flexible and relates to children's interests and the activities they really enjoy. Practitioners recognise parents and carers as the most important source of information about their

children and include their suggestions and knowledge in the planning. An extensive range of activities keeps children enthusiastically and purposefully engaged. A range of visitors and other agencies deliver sessions to extend knowledge and skills, for example, to encourage talking, rhyming and story telling. Children thoroughly enjoy the session and listen very well to the visitor, joining in with enthusiasm.

Practitioners observe children as they engage in different activities of their choice and support their learning well through effective questioning techniques and playing alongside them, for example, in the gloop. Practitioners understand how role model learning for children, and the development of this to a consistently high standard, is an area the nursery are focussing on.

Children also have regular opportunities to use interactive and programmable toys as well as computers. They have access to three spacious outdoor areas where activities are well planned to extend and consolidate work carried out indoors. The well-planned environment stimulates and encourages children to flourish in all activities, resulting in children successfully gaining in self-esteem and awareness of others, and building successfully on their physical and intellectual developments.

Well-established routines help children to settle well and develop positive relationships. There is a lot of encouragement for children to participate fully and engage in plenty of self-initiated activities. The learning environment is safe and secure, and very well resourced. Practitioners are well trained in the Early Years Foundation Stage framework and work well with individuals and groups of children. There is an excellent emphasis on speaking and listening, which is meaningfully linked to mark-making and sharing books. Children's speech is valued and extended throughout the nursery and 'chatter' is encouraged and celebrated.

Children's welfare is a high priority and robust arrangements are in place to enable them to feel safe. Children are protected and well comforted when they are tired. The quality of food and refreshments prepared in the nursery is excellent and carefully checked by a nutritionalist. This helps children to stay healthy and fit. They learn to wash their hands at an early age and can do this independently as they move through the nursery rooms. They behave very well and practitioners work well with children to enable them to support each other, cooperate and share, for example, they giggle and play extremely well together in the water. Children show high levels of enjoyment and the nursery is an extremely happy place to be.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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