

Busy Bees Day Nursery at Swindon Broome

Pipers Way, Broome, Swindon, Wiltshire, SN3 1RG



Inspection date

26 January 2015

Previous inspection date

31 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide rich learning opportunities across all areas of learning, so children make good progress in their learning and development.
- Staff are well deployed. Children have very good access to the well-resourced, stimulating outdoor space that promotes their physical skills and all-round development.
- Parents are fully included and consulted about all aspects of the nursery provision, and their children's progression and learning so they meet children's needs well.
- The manager is enthusiastic and very strong in her leadership. There is a positive, ongoing commitment to the professional development of staff and effective evaluation of the service provided to drive further improvement in the provision for children.

It is not yet outstanding because:

- At times, staff do not always use the best teaching methods that capture and sustain children's interest when reading storybooks. This means some children stop listening and wander off.
- Children are not always encouraged to take responsibility for their personal equipment and to tidy away after themselves, so sometime they do care for their environment.

What the setting needs to do to improve further

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

- extend staff's storytelling skills, for example, by introducing the use of puppets and other props, to capture children's interest and further encourage them to listen and respond
- build upon children's sense of independence and responsibility for personal equipment: for example, by encouraging children to put on, tidy and hang up their own coats to ensure a safe environment.

Inspection activities

- The inspector observed activities in all playrooms and outdoor play areas, including children's personal routines and story time.
- The inspector held discussions with members of the management team and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at the children's learning records, planning documentation, evidence of the staff suitability to work with children, a selection of policies and procedures, and a range of other documentation
- The inspector undertook a joint observation with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff team has a good knowledge of the learning and development requirements. All staff members observe children regularly and then plan activities to promote the next stages for each child's development. Children develop their literacy, communication and language skills well. For example, staff teach older children to recognise letters of the alphabet and to link sounds to these. Younger children extend their vocabularies during activities with help from staff. Staff do not always organise story sessions to captivate the children, such as by using puppets, to help them learn to listen well and enjoy books. All staff provide children with good opportunities to count and to experience weighing, measuring and capacity through practical play activities such as the sand and water, to extend their early mathematical learning. Children acquire the skills, abilities and attitudes to prepare them well for their future learning and for school.

The contribution of the early years provision to the well-being of children is good

The success of the good relationships between all children and the staff means children know their 'special person' well. Children settle quickly, feel fully included and develop their confidence and self-esteem. Children play cooperatively with others and are encouraged to share, take turns and to be kind to one another. Children behave well overall. They learn to be independent in managing their personal needs. For example, children use the toilet independently, wash their hands before eating and select their food at meal times. Ready access to fresh air and physical exercise is a real strength of the nursery. Staff do not always manage changeovers between the indoor and outdoor environments smoothly, so at times, the room for two- to three-year-olds became scattered with children's coats. This is because staff do not establish very high expectations for children to care for their possessions or things they have played with.

The effectiveness of the leadership and management of the early years provision is good

All staff attend safeguarding training and have a good knowledge and understanding of the signs and symptoms to look for, should they have any safeguarding concerns. The management team has robust recruitment systems. These include thorough background identity checks for all staff in contact with children to confirm their suitability to work with them. An effective induction then follows, with ongoing supervision and training to raise the quality of teaching. The management team regularly monitors and observes their practice to enable children to continue to make good progress. Links with other providers are effective. Teachers from schools that children will attend are encouraged to visit the setting prior to children leaving. This means the staff team effectively promote the sound integration of care and support for all children. Parents report high regard for the nursery. Their views are included in the leadership team's evaluation methods. Staff provide advice to them on how to support their children's learning at home.

Setting details

Unique reference number	EY289477
Local authority	Swindon
Inspection number	962778
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	134
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	31 January 2014
Telephone number	01793 422202

Busy Bees Day Nursery at Swindon Broome is one of 237 provisions run by Busy Bees Day Nurseries Limited. It registered in 2004 on the Early Years Register. The nursery provides three units for different age groups, each with its own area of the garden. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. It is open each weekday from 8am until 6pm, all year, except for bank holidays. It is in receipt of funding for the provision of free early education for children ages three and four years. The nursery has a team of 21 staff to work with children, of whom 18 hold relevant qualifications.

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