

# Busy Bees Day Nursery at Maidstone Hospital



Maidstone Hospital, Hermitage Lane, Maidstone, Kent, ME16 9QQ

## Inspection date

16 March 2015

Previous inspection date

1 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The nursery offers a busy, friendly and very caring environment. As a result, children thoroughly enjoy their day and make good progress in their learning and development.
- Children form very close relationships with the staff who care for them each day.
- Staff are skilled in promoting and supporting children's learning. Good teaching across all age groups means children develop the right skills they need for starting school.
- The nursery manager and her leadership team have made significant improvements since the last inspection. There are extensive plans in place for this rate of improvement to continue.
- Parents are very happy with the nursery. They receive regular information which helps them understand how well their children are learning and making progress.

### It is not yet outstanding because:

- The outside areas are not yet utilised fully to support children's development, especially the children who prefer to learn outdoors.
- The training delivered to unqualified staff, and those who provide temporary cover, has not yet made a significant difference to ensuring teaching is always of the highest quality.

## What the setting needs to do to improve further

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

- improve the outdoor areas to make them more stimulating and purposeful for learning
- monitor the new systems for training cover staff, and unqualified staff, to ensure teaching is consistently of the highest quality.

### Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning, both inside and outside.
- The inspector evaluated how well the nursery staff understand and implement the nursery's policies and procedures, especially those relating to safeguarding children, planning for children's learning needs and managing children's behaviour effectively.
- The inspector carried out two joint observations with the nursery manager.
- The inspector engaged with children throughout the inspection and talked to them about what they enjoyed most about attending nursery.
- The inspector held meetings with the nursery's management team and a representative from head office.
- The inspector sampled a range of written documentation, including confirmation that staff have been suitably checked to work with children, first aid training certificates, records of children's learning and the nursery's development plans.

### Inspector

Jo Caswell HMI

## Inspection findings

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

Consistently good or better teaching from permanent members of staff means that children learn well and engage in activities for long periods of time. Occasionally, the unqualified staff, or those who provide temporary cover for staff absence, lack the same level of confidence in teaching children to the same high quality. Information about children's learning and development is used extremely well. For example, leaders and managers noted that children needed more help in developing their mathematical skills. Staff now plan for this well during daily activities, including lunch time when children help to lay the table. Head office staff have identified additional support for boys to develop their writing skills and all children now enjoy taking part in regular physical activities. These skills prepare children well for learning how to write. In the baby room, staff make full use of the environment to promote and stimulate babies' senses. This is based on published research and practice that is known to be positive to support early development. As a result of these varied strategies, children across the nursery make good progress in their learning.

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

Staff form very close relationships with the children and are very attentive towards their personal needs. There are good procedures in place for settling new children and to help children move between rooms within the nursery. Good amounts of information are exchanged to ensure that all staff fully understand each child's emotional needs. Older children become increasingly skilled in looking after themselves, making their own choices and becoming independent in their learning. These skills prepare them well for starting school.

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

The nursery manager is highly motivated, extremely focused and leads a dedicated team. The combined commitment from all staff to deliver the highest quality practice is evident across the nursery. Support from head office staff has also accelerated the progress that has been made. Concerted action plans are in place and include the need to develop the skills of the temporary staff to match the quality of teaching from the permanent team. The nursery offers an exceptionally safe, secure and welcoming environment. Staff fully understand their role in keeping children safe and demonstrate a strong commitment towards their own professional development. Supervision meetings are used well and an ongoing list of training is in place for all staff. This helps staff to continually reflect on their practice and strive for the highest standards in all rooms. The nursery's leadership team consistently monitors the quality of teaching across the nursery. This has been highly effective in driving the necessary improvements, including recognising the need to improve the range and type of resources in the outside area to extend children's learning.

## Setting details

<b>Unique reference number</b>	EY299059
<b>Local authority</b>	Kent
<b>Inspection number</b>	1006047
<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>	112
<b>Number of children on roll</b>	175
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	1 April 2014
<b>Telephone number</b>	01622 226515

Busy Bees Day Nursery at Maidstone Hospital opened in 2005 and operates from a purpose built, single-storey building in the grounds of Maidstone Hospital, in Barming, Kent. The nursery is part of the national chain Busy Bees. It is open each weekday from 6.45am to 7pm, for 52 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. There are 175 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four years. A team of 34 staff work with the children. Of these, five staff are qualified to level 4 and 15 staff are qualified to level 3.

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