

# Busy Bees at Weymouth

1 Cumberland Drive, Granby Industrial Estate, Weymouth, Dorset, DT4 9TT



## Inspection date

13 April 2015

Previous inspection date

19 January 2012

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Staff work closely with parents to plan and monitor children's learning effectively. As a result, children make good progress in relation to their starting points.
- Staff maintain a safe and secure environment for children and help them to learn about keeping themselves safe.
- Staff support the communication and language skills of children learning English as an additional language through using words, labels and books in children's home languages.
- Staff use innovative activities to inspire children to learn the nursery values and good behaviour. For example, children add balls to a special jar when they do something positive and celebrate with a party when the jar is full.
- Children benefit from lots of outdoor play to promote their health and physical development.
- Management and staff successfully evaluate the quality of the nursery provision and make ongoing improvements. For example, they are currently developing the garden to extend children's understanding of the world.

### It is not yet outstanding because:

- Staff do not always organise group activities well to include and involve all quieter pre-school children. As a result, these children do not benefit from the activity and lose interest.
- Staff do not consistently encourage toddlers to carry out tasks for themselves to promote their independence at meals times, such as serving themselves.

## What the setting needs to do to improve further

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

- develop the organisation of group activities to include and involve quieter pre-school children more effectively
- extend the opportunities for toddlers to carry out tasks for themselves at meal times to promote their independence further.

### Inspection activities

- The inspector observed activities and the quality of teaching in the play rooms and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

### Inspector

Bridget Copson

## Inspection findings

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

Staff skilfully promote children's communication and language skills. They found quiet areas where they instigated discussions and encouraged children to talk about their work, ideas and achievements. Staff adapt challenges well to help children progress further. For example, pre-school children joined in a number hunt in the garden. Staff encouraged children to find and name numerals, to count and use their chalks to draw numbers. They extended this by helping children to create their own number hunts. This promotes children's understanding of numbers, mark making and physical development well. However, staff did not successfully include some quieter children who had no chalks to take an active role, therefore, they lost interest. Nevertheless, groups of children created their own mark making ideas. They chalked on fences around the garden and made body maps on the ground. This good quality teaching successfully motivates children to learn.

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

Staff meet children's needs consistently in their age-related play rooms which provide exciting activities to capture their interest. Staff promote children's emotional well-being effectively. They cuddled up with babies in the soothing sensory room where they gave bottle feeds, provided their comforters and settled them to sleep. Children take home the puppets, Ginger and Spike, to form a close link between home and the nursery when they first attend and change playrooms as they become older. Staff help children to develop good independence and self-confidence which promote their future learning and school readiness effectively. For example, pre-school children took turns being the monitors for managing water, tidying up, and health and safety. The children wore their badges with pride and carried out their responsible roles with enthusiasm. However, staff do not always encourage toddlers to carry out tasks for themselves to promote their independence at meals times. Instead, staff served children with their snacks and drinks.

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

Management and staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage. Management provides safeguarding training, quizzes and monthly updates. This helps to ensure all staff have a good understanding of their roles and responsibilities to help safeguard children's welfare. Management successfully monitors staff knowledge and understanding of how children learn. The organisation's childcare representative works as part of the team to provide close mentoring to staff to develop their teaching skills and to ensure children all make good progress. Management promotes the continual training and development of the staff. For example, staff have recently attended behaviour management training to extend their skills and help them support the needs of specific children attending.

## Setting details

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Unique reference number</b>     | EY435250                    |
| <b>Local authority</b>             | Dorset                      |
| <b>Inspection number</b>           | 824058                      |
| <b>Type of provision</b>           | Full-time provision         |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 5                       |
| <b>Total number of places</b>      | 52                          |
| <b>Number of children on roll</b>  | 105                         |
| <b>Name of provider</b>            | Busy Bees Nurseries Limited |
| <b>Date of previous inspection</b> | 19 January 2012             |
| <b>Telephone number</b>            | 01305 783886                |

Busy Bees at Weymouth registered in 2011 as a limited company. It is located in Weymouth, Dorset. The nursery is open weekdays from 7am to 6pm all year round, except for bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 13 members of staff, of whom all hold early years qualifications at Levels 3, 4 and 5.

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