

Busy Bees at Telford Parkway



Telford & District Land Registry, Parkside Court, Hall Park Way, Town Centre, TELFORD, Shropshire, TF3 4LR

Inspection date

13 April 2015

Previous inspection date

5 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good and children are well prepared for school. Staff provide interesting play experiences, based on children's interests to help challenge their learning.
- Staff deliver personalised learning for children with special educational needs and/or disabilities and those with English as an additional language. Therefore, all children make good progress from their starting points and are included and involved.
- Staff work closely with parents and carers to identify children's interests and care and educational needs. Consequently, children's individual needs are met well and parents and carers are involved in extending their children's learning.
- All the required records, policies and procedures are in place to safeguard children. There are effective systems in place to manage staff underperformance and good partnership working with other agencies involved with children.
- The manager and deputy are knowledgeable. They work alongside the senior-leadership team to provide good challenge and direction to the staff team.

It is not yet outstanding because:

- Staff do not always place a sharp enough focus on improving the speaking skills of all children to help them become confident talkers.
- Staff do not always make the most of the activities that children enjoy most, to increase their interest in mathematics.

What the setting needs to do to improve further

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

- target better those children who remain more reluctant to speak during whole group sessions and activities to improve their confidence and speaking skills
- use more successfully the activities that the children enjoy most to extend further their interest in mathematics.

Inspection activities

- The inspector observed activities in the playrooms and outdoors.
- The inspector held a meeting with the manager, deputy and the senior-leadership team.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers.

Inspector

Parm Sansoyer

Inspection findings

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

The skilled staff team use their observations of children's play and interactions well. They use this information to provide motivating learning experiences to extend children's learning. The rooms are inviting and the resources provided are easily accessible and enjoyed by children. The younger children are inquisitive, keen to try new experiences and are encouraged well by the staff to explore. Staff place a clear focus on supporting children's communication and language. They use key words in children's first language, if they do not speak English, to help them understand and settle. Staff caring for the younger children make good use of facial expressions and gestures to encourage them to communicate. All staff constantly introduce new vocabulary, concepts and ideas during activities and discussion time. However, on occasions, staff tend to focus on those children who are more confident in speaking. Consequently, children who are more reluctant to speak are not always fully supported to help them become confident talkers. Staff provide good opportunities for children to use a broad range of sensory experiences, explore textures and be creative. Staff caring for the older children provide a range of opportunities for children to increase their mathematical development. However, some children do not always show a keen interest in these experiences. They prefer playing with the sand and in the role-play area. However, staff have not given enough thought to using these activities to provide mathematical opportunities to extend learning further.

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

Staff ensure getting to know their assigned key children, and their parents and carers, is given a clear priority. For example, they know about children's family circumstances, their health and religious needs. As a result, they meet children's individual needs and emotional well-being well and respect parents' and carers' wishes. Older children know that certain rules are in place for their safety and learn to respect the nursery's values. Children benefit from healthy meals and snacks, which are freshly prepared on the premises. They have good opportunities to increase their independence and self-helps skills as part of the daily routine. Staff teach children about leading a healthy lifestyle and they enjoy physical activity daily.

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

The senior-leadership team regularly monitor the quality of teaching, learning experiences for children and their health and safety at the nursery. This results in them having an accurate overview of the nursery and offering good support and challenge to the management team. The managers make effective use of staff supervision and observations of teaching to drive the quality of care and education forward. Consequently, any staff training is targeted well to improve their skills and the quality of teaching is good. The leaders have a good understanding of how to implement the requirements of the Early Years Foundation Stage. There are also clear action plans for securing continuous improvement in children's welfare, care and education.

Setting details

Unique reference number	EY392494
Local authority	Telford & Wrekin
Inspection number	859442
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	65
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	5 October 2009
Telephone number	03000066774

Busy Bees at Telford Parkway was acquired by the current owners in 2009. It operates from purpose-built rooms within the land-registry building, in Telford. The nursery is open each weekday, from 7.30am to 6pm, all year round. The nursery supports children with special educational needs and/or disabilities and those with English as an additional language. The nursery provides funded early education for three- and four-year-old children. There are 17 members of staff employed. Of these, two hold an appropriate qualification at level 6, 10 hold a qualification at level 3, one holds a qualification at level 2 and four are unqualified. Two unqualified staff are working towards a relevant qualification.

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