

# Busy Bees Seahouses CIC Ltd



Seahouses First School, Main Street, North Sunderland, SEAHOUSES,  
Northumberland, NE68 7UE

<b>Inspection date</b>	29 April 2015
Previous inspection date	23 November 2009

<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

- Children are very well prepared with the skills and knowledge they require for school. They freely explore and enjoy mark making in and outdoors, show confidence in counting beyond 10 and use language confidently to talk about their experiences of the world.
- Children's assessments are monitored exceptionally well. This means their individual needs are quickly identified and very well met through partnerships with parents and external agencies.
- The safety of sleeping children is of paramount importance. Highly effective procedures are in place to monitor children as they sleep. Staff work very well with parents to maintain children's individual preferences and routines.
- Children are emotionally well prepared when they move from nursery into the adjacent first school. Staff encourage children to look at photographs of school teachers and the environment in order to familiarise them with new people and routines of the day.
- Staff are supported well to improve the effectiveness of their teaching through appropriate supervision and training arrangements.

### It is not yet outstanding because:

- There are slight variations in practice that are not always effectively picked up and addressed quickly enough to ensure the highest level of teaching and learning is achieved.
- Information shared with school teachers is not always sharply focused on how nursery staff intend to support and complement children's skills and their learning in school.

## What the setting needs to do to improve further

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

- extend monitoring procedures so that they are more precise in identifying slight variances in practice, in order to achieve the highest possible standards of teaching and learning
- strengthen the already good relationship with school teachers so that there is a more effective method for sharing knowledge about the support they intend to offer, in order to complement all children's learning and development in school.

### Inspection activities

- The inspector viewed all parts of the nursery accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the main nursery room and outdoor areas.
- The inspector carried out a joint observation, a meeting with the manager and deputy manager, and discussed a range of policies and procedures.
- The inspector took into account the views of parents and carers spoken to during the inspection.

### Inspector

Nicola Jones

## Inspection findings

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

Children engage in a wide variety of highly stimulating and challenging experiences that support them to make good progress in all areas of their learning. The quality of teaching is consistently good and some practice is outstanding. Where practice is very strong, staff with higher level qualifications support children's communication skills and knowledge of the world in an exceptional way. Excellent use is made of resources, such as fishing nets and buoys to help children to think about setting up their role-play area, based on a seaside theme. Parents are kept well informed of their children's progress and they are encouraged to support and share information about their child's learning at home. Staff work generally well with school teachers in the adjacent first school. Conversations take place to share information about children's learning on entry to school and about how they are settling in. However, information is not always shared effectively about the ongoing support nursery staff offer to children, in order to complement their learning in school, for example, to support children who attend nursery after their day in school.

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

Children receive high levels of care by friendly and welcoming staff. As a result, they are confident, happy and are highly motivated to explore the rich variety of experiences available. Staff work closely with parents and successfully meet children's individual needs. For example, good-quality information is gathered when children first start attending. This supports children's physical and emotional well-being in an effective way. Children's behaviour is very good. Staff provide children with gentle reminders throughout the day. This ensures that expectations, such as taking care when playing with sand, are understood and implemented by all children. Independence skills are fostered well. Children seek and return their own aprons for creative activities and help to tidy up.

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

The manager has a good understanding of her role in monitoring the delivery of the educational programmes. She is well supported by her deputy to maintain an overview of the quality of teaching and learning provided. However, occasionally, the monitoring of some teaching and learning activities is not as effective as it could be. There are slight variations in practice that are not always effectively picked up and addressed quickly enough to ensure the highest level of teaching and learning is achieved. For example, occasionally, music playing in the background inhibits very young children's listening skills. Children are safeguarded very well. Staff have a good understanding of their role in keeping children safe. For example, they confidently describe signs and symptoms of possible abuse. They know how to proceed if they have concerns regarding a child's welfare. Self-evaluation is robust and displays an accurate evaluation of practice. Areas for improvement are identified and effectively targeted, through consultation with staff, parents and children.

## Setting details

<b>Unique reference number</b>	EY369896
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	863895
<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>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Busy Bees Seahouses Community Interest Company
<b>Date of previous inspection</b>	23 November 2009
<b>Telephone number</b>	01665 721703

Busy Bees Seahouses CIC Ltd was registered in 2008. It is located within the grounds of Seahouses First School. The nursery employs five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round, except the winter school holidays. Sessions are from 8.45am until 5pm. The nursery provides wraparound care for children attending the first school from 12pm. The nursery provides funded early education for two-, three- and four-year-old children.

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