

## Inspection date

11 May 2015

Previous inspection date

4 October 2010

<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

- Leadership and management is strong. Managers review all children's progress, and they make excellent use of this information to ensure teaching meets children's individual needs. As a result, all children, including those who are learning English as an additional language and children with special educational needs and/or disabilities, are making very good progress from their starting points.
- The quality of teaching is consistently good and some practice is outstanding. Practitioners provide a good range of high-quality learning experiences for children. As a result, children are motivated and eager to learn. This means children are acquiring the skills and attitudes they need to be ready for school.
- Practitioners have a good understanding of child protection and know how to keep children safe.
- The nursery has effective partnerships with parents because it uses a number of successful strategies to engage them. Parents feel informed about the learning and care their children receive. They comment, 'It is a warm and nurturing nursery that takes on board the needs of each child.'
- Healthy lifestyles are promoted well throughout the nursery. Practitioners run stay-and-play sessions to share ideas with parents about healthy recipes that children enjoy. As a result, a joint approach is adopted between parents and practitioners, to promote children's understanding of healthy eating.

### It is not yet outstanding because:

- Practitioners do not fully build on opportunities for babies to enhance their curiosity about themselves and other people.
- Practitioners do not always make the most of opportunities to help toddlers develop social skills, particularly at meal times.

## What the setting needs to do to improve further

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

- help babies to develop further their sense of curiosity about themselves and other people, for example, by making sure that relevant photographs and displays are placed where they can see them
- make better use of opportunities to develop toddlers' social skills, particularly at meal times, for example, by providing them with cutlery and the adult support they need to learn good table manners.

### Inspection activities

- The inspector observed children during activities, both indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the practitioners and management team at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Dawn Larkin

## Inspection findings

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

Children make good progress in their learning. This is because practitioners have a secure understanding of how to promote children's learning and development. Managers plan well-targeted training for staff. For example, to promote children's good behaviour and language development, practitioners have completed 'Fun Time' training. Consequently, they use good teaching methods, such as using picture cards to show children what they need to do. Practitioners are very in tune with children's needs and interests because they know them well. For example, when babies indicate they would like to investigate the musical instruments, practitioners join in with their play, which generates excitement. Throughout the nursery, children's work and photographs are displayed, which promotes a sense of belonging. However, in the baby room, displays are too high, so babies cannot see photographs of themselves and those people who are special to them. This means opportunities to promote their curiosity about themselves and other people are missed.

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

Attachments are strong because practitioners listen closely to parents and children. Parents are valued and the nursery works effectively with other professionals to meet the needs of the families. The nursery is part of a project with the local schools, to improve children's readiness for school. The management team has implemented an action plan from the information shared during this project, to ease children's transfer to school. For example, children practise getting changed into physical-education clothes and practise carrying trays at lunch time. Practitioners have created an environment that is clean, welcoming and resourced with high-quality equipment that is accessible to babies and children. On occasions, toddlers' social skills are not effectively promoted, particularly at mealtimes. This is because practitioners do not always have cutlery and all the food ready for the children, so children use their fingers instead of consistently learning good table manners.

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

Managers are qualified to graduate level. They use their knowledge and skills to make sure that teaching is of a good standard throughout the nursery. Practitioners are encouraged to improve their practice by learning from each other, targeted supervisions and being reflective. Consequently, the whole staff team strives to improve achievement for all the children. The management team and practitioners have a good understanding of the requirements of the Early Years Foundation Stage. Practitioners are appropriately deployed to ensure adult-to-child ratios are maintained.

## Setting details

<b>Unique reference number</b>	EY407679
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	850848
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	157
<b>Name of provider</b>	Bright Bees Nursery Ltd
<b>Date of previous inspection</b>	4 October 2010
<b>Telephone number</b>	01162767492

The Bright Bees Nursery was registered in 2010. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications. One member of staff holds a qualification at level 6, one at level 5, one at level 4, 14 at level 3 and four hold a qualification at level 2. In addition, three members of staff have Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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