

Busy Bees Day Nursery at Milton Keynes



Chadwick Drive, off Saxon Street, Eaglestone, Milton Keynes, Buckinghamshire, MK6 5LS

Inspection date

28 May 2015

Previous inspection date

7 June 2011

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

- Staff plan many worthwhile activities based on regular and accurate assessments of children's learning, knowledge and skills.
- Staff use good questioning skills to extend children's language, feed in new vocabulary and challenge their thinking. Therefore, children make good progress in all areas of learning, given their starting points.
- The views of children, parents and staff are highly valued as part of the nursery's self-evaluation. Management implement effective systems for staff induction, appraisals and to monitor staff's ongoing suitability.
- A strong focus is placed on the robust recruitment of staff, which means that professional and motivated staff are employed. Managers support staff to further develop their good knowledge and skills through attending training courses.
- Staff have a very good understanding of child-protection procedures to safeguard children. The premises are safe and secure so children can move freely between inside and outdoor play spaces.
- Children are very well-behaved because staff have high expectations and teach good manners, turn taking and to be kind and respectful to one another.

It is not yet outstanding because:

- There are fewer resources available for children to choose from in the pre-school one play room.
- Resources in the role-play areas do not reflect children's homes and communities to enable them to initiate play based on their own first-hand experiences.

What the setting needs to do to improve further

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

- make a wider range of resources accessible in pre-school one play room, to enable children to extend their thoughts and ideas.
- extend children's opportunities to initiate role-play based on their own first-hand experiences by, for example, providing more role-play resources to reflect children's homes and communities.

Inspection activities

- The inspector observed activities in five play rooms and the gardens.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the deputy manager.
- The inspector looked at observation files, tracking systems, the self-evaluation form and a selection of policies and children's records.

Inspector

Kim Mundy

Inspection findings

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

Staff understand the importance of letting children explore their environment independently, while providing support and guidance. Overall, well-resourced play rooms and organised activities encourage children to be active learners. However, in pre-school one, there are fewer resources accessible for children to choose from to extend their thoughts and ideas. Children develop an understanding of their world as they look at their family books and celebrate various festivals. However, role-play area resources do not fully reflect children's home lives or communities. Children find out how things work as they press buttons and pull levers on toys. They extend their skills as they use magnifying glasses, cash tills and the computer. Children develop good mathematical skills as they count, match and sort objects, and build with large and small construction toys. Children learn through using their senses, for example, as they explore the feel of flour and water mix, and metal and wooden objects. Children have many good opportunities to practise their early writing and in pre-school rooms, they write for a purpose. Staff and parents work together to help children to achieve as much as they can in preparation for moving on to school. Staff share ideas to further extend children's learning at home.

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

The key-person system works very effectively in practice. As a result, children develop close relationships with staff and develop confidence in their surroundings. Kind and caring staff interact warmly with children and they clearly know them as individuals. There are individual settling-in routines to help babies and children separate as happily as possible from parents. Children learn good hygiene practices, for instance, as they help to prepare the tables for lunch. The qualified cook provides healthy home-made meals and snacks. Children have fun playing indoors and outdoors. The attractive gardens are in the process of being re-furbished and children enjoy new and exciting play opportunities. They develop good physical skills, for example, as they balance on beams.

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

Managers successfully monitor the delivery of the educational programmes and closely track children's progress to narrow any gaps in their learning. Enthusiastic staff work very effectively in partnership with parents and other professionals to fully support children with special educational needs. Staff provide good support for children learning to speak English as an additional language. Staff display key words in the children's languages to refer to. Parents are actively involved in nursery life and they receive good feedback about their children's routines and activities. Positive links with local school teachers support children's smooth transfer to school. Parents are very complimentary about the service they receive. The nursery is fully inclusive and welcoming.

Setting details

Unique reference number	EY422543
Local authority	Milton Keynes
Inspection number	982567
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	112
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	7 June 2011
Telephone number	01908607797

Busy Bees Nursery at Milton Keynes registered in 2003. The nursery is open Monday to Friday throughout the year, from 7am until 6.30pm. It is in receipt of funding for the provision of free early education for children aged two, three and four. A team of 16 staff work at the nursery; of these, five hold level 2 qualifications, nine hold level 3 qualifications and one has a level 6 qualification.

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