

Busy Bees at Longbridge

Tessall Lane, Longbridge, Birmingham, West Midlands, B31 2SF



Inspection date

2 June 2015

Previous inspection date

5 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- There is a real sense of excitement at the nursery. Since the last inspection, the new manager and cover manager have made rapid and sustained improvements. The opinions of staff, parents and children are used to good effect to make detailed action plans. The ongoing developments are continuing to have a very positive impact. This is greatly enhancing the quality of care and learning for children.
- Staff build on all of the children's individual needs, abilities and interests to provide a range of challenging activities and experiences. As a result, children are making good progress through the next stages in their learning and are well prepared for starting school.
- Parents are delighted with the services provided at the nursery. They explain how they feel valued and very involved in their children's learning and development.
- Children's safety and well-being is promoted well. Staff carry out regular safety checks of all areas and equipment. The newly installed door in the entrance and additional key-pad system keep the premises secure.
- Managers and staff have recently attended local authority child protection training. The up-to-date policies are clearly displayed throughout the nursery. Staff also complete questionnaires about possible safeguarding scenarios and have regular discussions with managers. This means that children are kept safe and staff's understanding of the processes to follow is constantly checked and tested.

It is not yet outstanding because:

- The older children have difficulty listening to one another or expressing themselves in a calm manner because sometimes the rooms are too noisy.
- Staff are not yet making the most of the different ways to further enhance their own practice in order to raise the quality of teaching and learning even higher.

What the setting needs to do to improve further

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

- help the older children to develop more effective communication and listening skills, for example, by thinking of ways that staff can reduce the level of noise so that children can hear one another and speak without raising their voices
- build on the good quality of teaching, for example, by learning from staff's sharing of best practice, and by checking that training is having a positive impact on children's progress.

Inspection activities

- The inspector observed activities and interactions between staff and children in the inside and outdoor environment.
- The inspector sampled a range of information, including children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and looked at a range of policies, procedures and required documentation.
- The inspector conducted a joint observation of a small group session in the pre-school room with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Lucy Showell

Inspection findings

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

The welcoming and well-resourced nursery inspires children to investigate, experiment and develop their own ideas. Staff encourage children's conversations well. They ask questions that help children to think through their ideas and provide plenty of time for a response. However, at times, staff and children in the pre-school and toddler-two rooms raise their voices too high. This makes it difficult for children to talk, listen or follow instructions in a calm manner. Staff organise small group sessions well. They encourage older children to use language, such as more, less, full and empty as they count scoops of sand into cups. Children work together to turn cardboard boxes and tubes into a jungle scene. Staff resource this well with plenty of sticky paint, leaves and pictures for the children to choose. Children are encouraged to take favourite resources outside. This way they get to play on a larger scale and benefit from the fresh air and exercise. Babies explore wooden and metal objects as they sit with staff on the carpet. They are encouraged to stand to feel the water and to splash and make bubbles. As a result, their sensory experiences are promoted well.

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

Key persons build sound relationships with the children and their parents. Staff ensure that they link home and nursery routines together. This helps children to know what happens next and as a result, they are happy and settled. Staff hold valuable review meetings with parents and other professionals in order to enhance practice and provide consistent and complementary experiences for all children. As a result, each child's unique development and care needs are successfully supported by all those involved. Staff work with local schools and arrange for teachers to visit and get to know the children before their eventual moves. This means that children's confidence is promoted, which helps them to feel safe and secure in different environments.

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

The enthusiastic, experienced and well-qualified staff are working well together. They ensure all required documentation, such as policies, procedures and records of complaints are in place. As a result, they successfully implement the requirements of the Early Years Foundation Stage and meet the needs of all the children. Leaders and managers have ensured that all staff have an increased understanding of their roles and responsibilities. As a result, staff morale is high and they feel valued. Staff get together regularly to have purposeful discussions and make well-considered plans for the future. They have been on updated training, covering a range of topics, to enhance their knowledge and skills and improve the outcomes for children. Leaders and managers have started to think about ways of extending this further. For example, staff are observing one another's good practice and have devised their own training to help build on individual skills. However, they have not yet thought through how this is enhancing the quality of teaching and the impact this is having on children's progress.

Setting details

Unique reference number	509451
Local authority	Birmingham
Inspection number	1001441
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	93
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	5 December 2014
Telephone number	0121 477 8777

Busy Bees at Longbridge was registered in 1996. The nursery employs 25 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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