

Busy Bees at Liverpool Childwall

4 Childwall Road, Liverpool, Merseyside, L15 6UU

Inspection date

11 June 2015

Previous inspection date

9 September 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

- The quality of teaching is good and at times, is outstanding. Staff observe and assess children's learning regularly, in order to understand their current stage of development. This enables them to plan appropriate activities to challenge children and extend their learning even further. As a result, children are prepared well for the next stage in their learning.
- Staff demonstrate a clear understanding of child protection and the procedures to follow to protect children from harm.
- Parents, staff and children form close relationships. This is because staff take their time to get to know parents. As a result, children are happy, confident and emotionally secure.
- Children play in harmony together. They learn to share, take turns and be kind to each other. As a result, children's behaviour is good.
- The highly qualified and experienced team accurately identify what they do well and what improvements they need to make. As a result, they have the determination to continually improve and use their skills to provide a high-quality of care. Furthermore, due to effective evaluation since the last inspection further improvements have been made.

It is not yet outstanding because:

- Staff supervision sessions are not used effectively to discuss staff's performance and their observed practice, to further develop their good skills.
- Opportunities are missed for children to gain independence at lunchtime as staff carry out tasks for them, which they could do for themselves.

What the setting needs to do to improve further

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

- strengthen the supervision process, for example, by including the review of staff's performance and observed practice, to further develop their skills and support children's learning
- maximise opportunities for children to increase their independence and self-help skills even further at lunchtime, for example, by allowing them to serve their own food.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector conducted a joint observation.
- The inspector held a meeting with the manager and spoke with children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kellie Lever

Inspection findings

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

Children learn and develop in the exciting and stimulating environment. Staff have a very good understanding of how children learn and offer a wide variety of resources and activities for them to choose from. As a result, children are motivated and are keen to learn. For example, older children enjoy watering plants and talk eagerly about vegetables that they have grown. As a result, children develop an understanding of growth, decay and changes that occur over time. Younger children concentrate and explore with water outside. They enjoy filling and emptying measuring cylinders and are fascinated as they watch the water flow through guttering. Additionally, children experiment with sand and discuss the change when water is added, such as the weight and texture. Children with special educational needs and/or disabilities are well supported. This is because staff incorporate children's interests effectively into their planning and have additional support plans in place. As a result, all children make very good progress.

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

Children settle into the nursery well. This is because information is gathered about children's individual needs when they first start. Children develop a good understanding of the importance of leading a healthy lifestyle. They move about freely from the indoors to the spacious outdoors. Consequently, children are active and develop their physical skills. Lunchtime provides a positive social opportunity where children sit with friends and staff to eat. Older children are given tasks, such as collecting the cutlery, which provides opportunities for them to count and sort. However, children are not given enough opportunities to develop their independence in readiness for school by serving themselves with food because staff do it for them. Nevertheless, children have conversations around the table about healthy food and where food comes from, such as potatoes and other vegetables.

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

The manager and her team have a good knowledge of the Early Years Foundation Stage. They all understand their roles and responsibilities. Clear policies, procedures and risk assessments are in place. These are regularly reviewed and understood by all staff. Staff attend many additional training courses. This is then discussed in staff meetings, which has a good impact on current practice. The manager monitors children's progress effectively to ensure all children are developing well. Regular staff supervisions are carried out and are used to identify staff's professional development needs. However, staff performance and observations of practice are not always used and discussed during these sessions to further develop their skills. Partnerships with parents are good. They contribute and are involved in their child's learning and development. They share information from learning that has taken place at home. Daily conversations take place and parents receive regular updates on their child's progress. As a result, they comment how happy they are with the level of care and the progress their child has made.

Setting details

Unique reference number	EY277262
Local authority	Liverpool
Inspection number	860959
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	98
Name of provider	Just Learning Ltd
Date of previous inspection	9 September 2011
Telephone number	0151 281 0272

Busy Bees at Liverpool Childwall was registered in 2004. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and one holds a qualification at level 5. The nursery opens from Monday to Friday all year round, except of bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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