

# Busy Bees Nursery and Pre-school



The Beehive, Clifford, Hereford, Herefordshire, HR3 5HA

<b>Inspection date</b>	10 June 2015
Previous inspection date	12 October 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

- The quality of teaching is good. Staff provide children with a wealth of opportunities to develop their skills across all areas of learning, both indoors and outside. This effectively prepares them for their eventual move to school.
- Children make good progress because staff know what children need to learn next. Staff complete accurate assessments and plan activities so that they are tailored to meet children's individual needs and take account of their interests.
- Good partnerships with parents ensure that children's needs are met and their learning is well supported.
- Children's good health is promoted well. Children enjoy healthy meals and snacks and have ample opportunities to get fresh air and exercise in the exciting outdoor area.
- Staff work well together, which means the organisation of the pre-school and nursery is good. Staff provide a relaxed, fun and homely environment where each child is respected and valued.

### It is not yet outstanding because:

- Staff have not fully considered how they can better support children who are in the early stages of developing their communication and language skills to express their preferences and interests.
- The provider has not fully considered how to make sure that they offer quality and continually improving learning experiences for children.

## What the setting needs to do to improve further

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

- consider ways for children with limited communication and language skills to make their interests and preferences more easily known to staff, for example, by providing visual prompts
- make sure that the good quality learning experiences offered to children continue to improve, for example, by providing staff with more opportunities to observe each other's good practice and teaching skills.

### Inspection activities

- The inspector had a tour of the nursery with the deputy manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and reviewed the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Tina Smith

## Inspection findings

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

Children are happy and settle easily into the pre-school and nursery routines. Staff looking after the babies are loving and kind and very young children receive lots of cuddles. Staff provide them with many sensory experiences. For example, babies explore feathers and become messy as they play with jelly. Young children excitedly make noises with musical instruments. Pre-school children are focused and engaged during adult-led activities, such as circle time, and have ample opportunities for free play. Staff interact very well with children to develop their speaking and language skills. They model language effectively to introduce a wide range of vocabulary. Staff ask questions that prompt children to talk about their ideas and experiences and that challenge their thinking. However, occasionally children who are in the early stages of developing their language and communication skills have difficulty in letting staff know about their interests and preferences. This is because staff have not thought enough about how they can help these children to express themselves in other ways. Early literacy skills are promoted well as children of all ages make marks and join in with stories, songs and rhymes. Older children learn to link sounds with letters and begin to write with purpose.

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

The nursery and pre-school are warm, welcoming and have a range of resources that are easily accessible to children. The effective key-person system provides children with stability and helps them to form good relationships and gain confidence and self-esteem. Staff are affectionate and make all children feel that they are valued and cared about. Children behave well because staff are good role models and successfully teach them to share, take turns and play cooperatively. Staff support children to be independent. For example, pre-school children eagerly help at snack time to clean tables and serve fruit. Staff establish good partnerships with parents to promote continuity in learning and care between home and the nursery. For example, staff provide daily, verbal feedback to parents about their child's day and staff working with babies use diaries to share information.

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

The leadership and management of the nursery are strong. There is a high percentage of qualified staff, which impacts positively on children's experiences. The management team effectively review the overall quality of the nursery and identify areas for further improvement. For example, the recent focus to develop role play has helped children to develop their imaginations. The manager regularly meets with staff to discuss practice and identify training needs. However, she has not fully considered ways of maintaining and improving the good quality of teaching, such as enabling staff to observe each other's good practice. Robust induction procedures ensure that new staff understand their responsibilities. All records required for the efficient management of the nursery are in place.

## Setting details

<b>Unique reference number</b>	EY270241
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	856094
<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>	24
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Busy Bees Nursery and Pre-school Limited
<b>Date of previous inspection</b>	12 October 2009
<b>Telephone number</b>	01497 831000

Busy Bees Nursery and Pre-school was registered in 1998 and is located in Hereford. The nursery employs nine members of staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The nursery opens from 8am until 5.30pm, Monday to Friday, all year round. The pre-school provides funded early education for two- three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

