

# Busy Bodies Pre-School Nursery



St. Marys Old School, Wigan Road, Euxton, Chorley, Lancashire, PR7 6JW

## Inspection date

31 July 2015

Previous inspection date

17 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is outstanding. Staff skilfully provide a rich, vibrant and engaging learning environment. They continually seek to ignite children's interest and extend their learning. As a result, children of all ages and abilities make excellent progress from their starting points.
- The key-person system is exceptionally good. Children form very close relationships with the staff who care for them each day. This means children's individual needs are always met extremely well and their confidence and emotional well-being are effectively supported.
- The managers have an excellent understanding of the Early Years Foundation Stage. They skilfully implement the requirements and are committed to delivering exceptional standards. Regular professional supervision and well-considered training for staff continue to improve the experiences of children even further.
- Partnerships with parents are excellent. A variety of well-thought-out strategies ensure that communication is first class. This shared approach effectively supports children's learning, development and well-being, both in their own home and in the nursery.
- Children's independence and self-help skills are extremely well supported, according to their age and stage of development. Children are emotionally very well prepared for times of change. Therefore, they are ready for the next stages in their learning, including their move within the nursery and to school.
- Children's safety and safeguarding are central to everything staff do. They have a very good understanding of how to protect and safeguard children and effectively support children's growing understanding of how to keep themselves safe and healthy.

## What the setting needs to do to improve further

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

- further develop the opportunities for staff to contribute to all aspects of planning for improvement in the nursery.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers of the setting.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Jacqueline Midgley

## Inspection findings

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

All staff hold childcare qualifications and use their excellent knowledge of how children learn and their skills in teaching to provide an exemplary range of learning opportunities based on children's interests. For example, staff expertly seize impromptu opportunities to guide children's learning by using a variety of well-thought-out teaching methods. Children are supported to consider consequences, solve problems, make links in their thinking, and develop strategies for completing tasks. They apply their learning well as they count, describe, problem solve, sing and make connections in their experiences. Staff know all the children extremely well and ignite their desire to learn by providing opportunities based on their interests; therefore, children of all ages confidently investigate, persevere and enthusiastically experience things. Planning and assessment are precise, sharply focused on each child's needs and very effectively shared with parents so every child makes rapid progress from their starting points.

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

Children form very close relationships with the supportive and sensitive staff team. They develop close, attentive and trusting relationships with children. As a result, children's individual care needs are always met exceptionally well and their confidence and emotional well-being are very effectively supported. Children behave extremely well because staff calmly communicate their expectations. Staff employ a variety of suitable methods to support children to reflect on the feelings of others and be kind and gentle. Children's independence and self-help skills are expertly supported, according to their age and stage of development. Effective care practices help children learn how to adopt a healthy lifestyle and take care of their personal needs. Children have plenty of outdoor play, and their good health and physical development are well promoted. Children show their understanding of safety as they confidently remind each other about the safe use of toys and resources.

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

Leadership is inspirational. Managers and staff have high expectations and constantly strive for excellence. Incisive and continuous self-evaluation identifies how the nursery can continue to improve the superior experiences for children even further. Parents and other professionals are consulted regarding areas to develop. However, there are fewer opportunities for staff to be involved in all aspects of improvement planning. This is because they contribute to the evaluation and improvement of particular aspects of the nursery, and are not consistently involved in the formulation of the vision for the whole nursery. Robust procedures for checking the quality and consistency of teaching and learning ensure that children receive a rich and challenging range of experiences. Managers effectively analyse assessment information, which means that potential learning needs are consistently recognised and quickly met.

## Setting details

<b>Unique reference number</b>	309726
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	867891
<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>	55
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Busy Bodies (Euxton) Ltd
<b>Date of previous inspection</b>	17 February 2012
<b>Telephone number</b>	01257 241 119

Busy Bodies Pre-School Nursery was registered in 1998. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6. One has Early Years Professional status. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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