

Busy Bees Day Nursery at Peterborough



Hampton Hargate Primary School, Hargate Way, Hampton Hargate, Peterborough, Cambridgeshire, PE7 8BZ

Inspection date 14 August 2015
Previous inspection date 15 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- All children make good levels of progress based on their starting points. Children are confident, motivated and independent learners, who enjoy their time at the nursery and are prepared well for school.
- Toddlers demonstrate a good understanding of early mathematics. They recognise a range of shapes and colours as they play and make marks with coloured ice-blocks.
- Pre-school children display a good awareness of how to take turns and share resources. When minor disagreements occur, staff offer clear explanations and give children time to think about their actions.
- Staff demonstrate a clear understanding of their roles and responsibilities to promote the safety, welfare and learning of children.
- Safeguarding procedures are comprehensive and effective. Staff understand the procedures and know how to implement them to promote the welfare of the children in their care.

It is not yet outstanding because:

- Staff do not always consider the noise levels in the learning environment when planning some specific activities.
- Staff do not always make best use of the pertinent activities to enhance children's growing knowledge and understanding of the effect of physical exercise on their bodies.

What the setting needs to do to improve further

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

- adapt the planning of adult-led activities more precisely, minimising background noise particularly during activities which promote children's listening and speaking skills
- make even better use of the specific activities to build further on children's interest and knowledge of physical exercise and healthy lifestyles.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the manager of the provision.
- The inspector undertook a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Andrea Price

Inspection findings

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

Staff plan a wide and varied range of activities that motivate and challenge children. Children are keen to know more and they demonstrate a love of learning. Staff use effective systems to accurately observe children at play, analyse their progress and identify their next steps in learning. Babies move confidently around furniture, building on their physical skills. Toddlers become engrossed in stories, willing staff to continue to read. Pre-school children become highly engaged in the sensory activities. They talk excitedly to one another as they smell and touch a range of materials, such as herbs, sand and soil. Staff support children to experiment and ask a good range of questions, which promotes critical thinking and problem solving skills. However, noise levels in the pre-school room are occasionally too high and children cannot hear or be heard to full effect. Partnerships with parents are strong. Staff regularly seek parents' views, encouraging them to access their child's personal files and add additional information.

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

Effective starting procedures ensure that children settle quickly and are ready to learn. Children's personal care needs are well known. The key-person and buddy systems are very well established and effective. Children develop very secure relationships with their key persons. Babies use these secure relationships to investigate their surroundings and try out new experiences. Children become independent learners. Pre-school children count cups and place out cutlery for their friends. Staff acknowledge and praise children's efforts. Daily routines enable children to be physically active. Staff engage pre-school children in a 'wake and shake' physical exercise programme. However, there are times when the activity is cut short and staff do not extend this to build on children's interests of keeping healthy and how exercise affects their bodies. Children have regular access to the outdoors. They enjoy climbing, riding bikes and playing imaginatively with their friends. Children moving on to school take part in a variety of activities to support their well-being. Staff read specific books and talk with children about how they feel.

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

Considerable improvements have been achieved since the last inspection. The recently appointed manager is fully supported by senior staff. Arrangements for the recruitment and vetting of new staff are robust. Staff are well qualified and ongoing training opportunities are encouraged by the management team. Supervision meetings occur regularly and the management team continually assesses staff performance. This is focused on raising the quality of teaching even further and ensuring staff's ongoing suitability. Children's development is monitored regularly and any gaps in children's learning are identified and addressed quickly. Effective self-evaluation procedures are in place. There is a keen drive to continue improving and raise outcomes for children. Staff work well with other early years providers involved in children's care and learning. Children receive a consistent and continuous approach to their learning.

Setting details

Unique reference number	EY221690
Local authority	Peterborough
Inspection number	1011000
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	104
Number of children on roll	82
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	15 August 2014
Telephone number	01733 566321

Busy Bees Day Nursery at Peterborough is one of a large group of nurseries owned by Busy Bees PLC. It was registered in 2002 and operates from purpose-built premises in Hampton, Peterborough. The nursery employs 24 members of childcare staff. Of these, 17 hold appropriate early years qualifications ranging from level 2 to level 5. The nursery opens each weekday all year round, with the exception of public holidays. Session run from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

