

# Busy Bees at Edgbaston

54 St. James Road, Edgbaston, Birmingham, West Midlands, B15 1JL



<b>Inspection date</b>	25 September 2015
Previous inspection date	5 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The reflective and professional leaders take swift and appropriate steps to address identified weaknesses. They effectively analyse the nursery's strengths and areas for development and put in place well-considered actions to support continuous improvement. Staff share the leader's ambitions for the success of the nursery.
- Most children make good progress during their time at the setting, especially boys who are on track to achieve a good level of development in their literacy, physical development and knowledge and understanding of the world.
- Children learn how to keep themselves and others safe as they participate in exciting and interesting activities. For instance, during a visit from the fire service, they learned to 'stop, drop and roll' if their clothing catches fire, and they help to assess the safety of the outdoor play area and record their findings.
- Parents play an increasingly active role in supporting the leaders and staff. They contribute their views to the evaluation of the effectiveness of the setting and help to plan activities and family events.

### It is not yet outstanding because:

- In the pre-school room, some girls, including those with English as an additional language are not yet on track to achieve a good level of development.
- Leaders had not taken all reasonable steps to prevent an incident from occurring in the ground floor nappy changing area.

## What the setting needs to do to improve further

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

- ensure that leaders take all reasonable steps to reduce any incidents or risk to children
- develop outstanding teaching practice to help all children, especially girls and those new to English, to achieve a good level of development.

### Inspection activities

- The inspectors observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspectors held meetings with the leaders and staff.
- The inspectors looked at a range of documentation including children's learning journeys and the adults' planning of children's learning and development activities.
- The inspectors checked evidence of the suitability of all adults working at the nursery and the professional qualifications and training of staff and leaders.
- An inspector conducted a joint observation with the leader.
- The inspectors took account of the views of parents and those of children spoken to on the day.
- The inspectors explored the security of the premises how effectively the provider has identified and taken steps to minimise any potential risks.

### Inspectors

Deborah Jane Udakis / Yvonne Johnson

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders work harmoniously to support the positive development and effective evaluation of the nursery. Leaders effectively use professional performance management arrangements and stringent organisational audits are used to assess the quality of the provision. Well-qualified and experienced staff work in the established team. They access good quality support and professional development opportunities to improve their teaching and care practices. The arrangements to safeguard children are effective. Staff recruitment procedures, ongoing supervision, and professional training are rigorous and all help to secure the welfare of the children.

### Quality of teaching, learning and assessment is good

Teaching is effective. Staff provide a wide range of exciting and interesting activities. For instance, children participate in regular cooking activities. They know the importance of nurturing and caring for living beings as they incubate and hatch chicks, and they explore the properties of ice as part of their introduction to science. Assessments are secure. Leaders closely monitor the children's learning and development records to ensure they are consistent and accurate. Relationships between staff and parents are evolving into meaningful and respected partnerships. Many parents actively contribute to their child's learning journeys, observations and assessments. They are positively encouraged to support their child's learning in the nursery and at home. Children are being well-prepared for school. Two children returned to the nursery to give a presentation to the children about their experiences of starting school. The nursery children asked questions about lunchtimes and what happens if you are naughty? The school children were able to allay the children's worries about these matters.

### Personal development, behaviour and welfare are good

Children show increasing care and concern for others. Staff form strong emotional bonds and trusting relationships are evident between the children and staff. Children behave well and the older children are increasingly confident, respectful and aware of the feelings of others. They explain the rules of good behaviour they have helped to develop. Staff know the children well and work determinedly to meet their individual needs. The nursery environment, cleaning routines and security arrangements all contribute to the children's well-being. Risk assessments effectively identify areas of concern.

### Outcomes for children are good

Learning journeys and the leader's tracker system shows that most children make good progress from their starting points. Those children who start with skills and abilities below those typical for their age usually make good progress, especially in the prime areas. However, in the pre-school room, some girls, including those with English as an additional language, have yet to catch up with their peers. In the baby room all children are making good strides in their learning.

## Setting details

<b>Unique reference number</b>	EY226075
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1027750
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	135
<b>Number of children on roll</b>	127
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	5 November 2014
<b>Telephone number</b>	0121 4564919

Busy Bees at Edgbaston opened in September 2002 and is part of the Busy Bees group. The nursery is situated in the Edgbaston area of Birmingham. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open on Monday to Friday from 7.30am to 6.30pm all year round, except for bank holidays. There is an enclosed area available for outdoor play. The nursery employs 32 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 and 4 have relevant BA (Hons) Degrees. There are currently 127 children attending, who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. It receives support from the local authority.

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