

Busy Bees Day Nursery at Chafford Hundred



Drake Road, Chafford Hundred, Grays, Essex, RM16 6RW

Inspection date

3 September 2015

Previous inspection date

5 November 2014

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

- Children are making good progress because they receive positive engagement and effective interactions according to each child's level of ability.
- Children's understanding of shape, colour and size is promoted well through planned and effective adult-led activities.
- Children learn about the natural world through activities that promote exploration and experimentation. This results in curiosity and intrigue to find out more.
- Children are confident and independent learners. They play in a welcoming and stimulating environment. This impacts on their eagerness to learn and question.
- The management of the nursery is good. Children are emotionally prepared for their next stage in learning. Staff install high levels of self-esteem and self-assurance through careful and sensitive approaches to children's well-being.
- The partnership with parents and other settings is effective. The sharing and use of information promotes continuous care and learning practices for children.

It is not yet outstanding because:

- On some occasions, some staff do not always provide the same rich, varied and imaginative experiences for individual children in the outdoor area as they do indoors.
- Staff do not always effectively model language, particularly for babies and children who speak English as an additional language, in order to fully support their emerging speech and understanding.

What the setting needs to do to improve further

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

- extend and sharpen the focus for some children, particularly babies and those who speak English as an additional language to further develop their communication and language skills through positive modelling from staff
- review the organisation of staff to provide the same high quality of teaching and experiences for children outside that children receive inside to promote a rich, varied and imaginative experience for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and deputy.
- The inspector held a meeting with the nursery manager, deputy and area manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is good

The management team are proactive in leading a well-managed provision. This is due to their knowledge and successful implementation of the requirements of the Early Years Foundation Stage. They work closely with staff, children and parents to identify areas for improvement and test changes to see their effectiveness. Staff are well qualified and receive continuous training and supervision to improve their professional knowledge and practice. This is evident through the improvements made since the last inspection, such as effective risk assessments in the garden and providing a consistent quality of teaching. Behaviour amongst staff is positive. This supports children's understanding of how to work together through support and teamwork. Children are valued for their individuality because management have implemented positive practices to celebrate and value children's differences. Safeguarding is effective. Staff have a robust knowledge of the procedures to follow to promote children's ongoing welfare.

Quality of teaching, learning and assessment is good

Staff provide consistently strong teaching practices that accurately support children's learning and development in all areas. However, children do not always receive the same high-quality experiences outdoors to support their next steps, as well as they do indoors. The assessment programme to track children's progress, is secure, robust and purposeful. Children's learning journals tell a true story of their progress from the day they start to the day they leave. Parents are actively engaged in their children's learning. They receive support with new ideas to experience their children's achievements at home. They are encouraged to share 'wow' moments from home, which are effectively used to inform ongoing planning for children's next stages in their learning.

Personal development, behaviour and welfare are good

The key-person system is well embedded and provides a secure and familiar environment for children. Therefore, they settle quickly and make the smooth move from one room to the next with confidence. Children treat each other with respect and dignity. For example, they take turns to listen to staff and wait for their turn to answer questions. Children are developing the physical skills they need for going to school, such as putting on their own coats, independent toileting and preparing and serving their own snacks. They learn to keep themselves safe from an early age. Babies are supported well when moving from the inside area to outside by holding hands, or using the walls and doorways as support.

Outcomes for children are good

All children are making significant progress from their starting points when they join the nursery. Staff are quick to identify any gaps in children's learning and provide appropriate challenges to their learning to close these gaps. All areas of learning are promoted equally. However, babies and some children who speak English as an additional language, do not always receive clear messages from staff to help fully support their emerging communication skills.

Setting details

Unique reference number	204367
Local authority	Thurrock
Inspection number	998113
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	98
Number of children on roll	112
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	5 November 2014
Telephone number	01375 482277

Busy Bees Day Nursery at Chafford Hundred was registered in 2000. The nursery employs 26 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 and two at level 2, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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