

Busy Bees Day Nursery at Ingleby Barwick

Myton Road, Ingleby Barwick, Stockton-On-Tees, TS17 0WA



Inspection date

30 November 2015

Previous inspection date

10 May 2011

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

- Teaching is consistently good with some outstanding elements. Staff plan a wide range of challenging activities that derive from accurate assessment of children's learning needs. They skilfully interact to teach children key skills through play.
- Partnerships with parents are excellent. Staff gather information from them about children's achievements and interests at home to complement their good teaching. They provide parents with details of ways in which they can support learning at home. This helps to develop a shared approach to children's care and learning.
- Staff are welcoming and have established strong relationships with children and families. Children form close attachments and are confident in new situations.
- The learning environments, both indoors and outside, are vibrant and well designed. They boast a wide range of stimulating resources, which promote children's exploration and discovery.
- Managers are enthusiastic and committed. They demonstrate a strong drive to improve standards to the highest levels. Self-evaluation is used well to identify areas for improvement and plan developments. Highly effective monitoring systems are implemented to evaluate the impact of developments against outcomes for children.

It is not yet outstanding because:

- Staff do not always provide children with the best possible opportunities to develop problem-solving skills.
- Occasionally, staff do not give babies sufficient time to respond to their questions to encourage speech and promote their language.

What the setting needs to do to improve further

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

- provide more opportunities for children to solve problems independently
- provide babies with time to respond to questions, in order to encourage their speech and develop their language skills.

Inspection activities

- The inspector observed the quality of teaching during activities in all rooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies.
- The inspector held a meeting with the manager and discussed the setting's self-evaluation and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The setting is managed by a team of dedicated and well-qualified managers, who supervise staff well. Systems to monitor and improve staff's knowledge, understanding and practice are well established. For example, managers complete regular supervision meetings to guide and support staff. They use a wide range of performance management activities to support staff to develop professionally. This helps to raise the quality of teaching further, in order to improve outcomes for children. The arrangements for safeguarding are effective. Staff are suitably checked and vetted, through robust recruitment procedures. They are well trained in child protection procedures and know how to report concerns about children's welfare. Health and safety is given high priority to ensure that children are protected from harm.

Quality of teaching, learning and assessment is good

Children's progress is monitored well. Staff use precise observation and assessment to identify children's next steps in learning. Managers monitor children's overall progress very well, using group-tracking systems. This helps them to identify gaps in children's learning and is used efficiently to evaluate the effectiveness of interventions. Children are motivated and eager to explore and learn. They are supported well by playful staff, who extend and enhance their learning. Staff skilfully engage children in story sessions, as they encourage them to act out narratives, using puppets. They promote mathematical skills, by helping children to count and categorise items by size and shape. Babies confidently explore the environment, knowing that staff are close by for support. They are inquisitive and become absorbed, as they investigate different resources, using their senses.

Personal development, behaviour and welfare are good

Children benefit from stimulating and well-planned learning environments. They show high levels of confidence, as they select their own resources and make decisions about their play. Children develop positive relationships with friendly and caring staff. They play cooperatively with other children and are supported well to take turns and share resources. Staff help children to develop self-help skills by providing opportunities for them to do things for themselves. For example, children serve their own drinks at lunchtime. They are able to choose whether they wish to play indoors or outside in the well-equipped outdoor areas. Children's physical health is promoted well through nutritious meals, regular exercise and physical activities. Staff have established strong links with other settings and feeder schools. They provide details of children's current attainment levels and use communication books to exchange ongoing information. This helps to promote continuity of children's care and learning.

Outcomes for children are good

All children make good progress from their starting points. They develop key social, personal and language skills, through secure attachments with staff. This helps to equip them with the skills needed for future learning and later moves to school.

Setting details

Unique reference number	305957
Local authority	Stockton on Tees
Inspection number	864840
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	84
Number of children on roll	124
Name of provider	Just Learning Ltd
Date of previous inspection	10 May 2011
Telephone number	01642 751111

Busy Bees Day Nursery at Ingleby Barwick was registered in 1996. The nursery employs 24 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including three at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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