

Busi Bodies

68 Keddington Road, Louth, LN11 0BA



Inspection date

10 December 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff in the baby and toddler rooms do not use observations and planning effectively. Activities are not aimed at helping children to achieve the next steps in their learning, limiting the progress they make.
- Staff do not provide all parents with a short written summary of their child's development between the ages of two and three years.
- The manager and staff's assessments of children's current levels of development are not accurate. They do not find out about what children already know and can do when they first start, and ongoing assessments are not accurate. This means that any gaps in children's learning are not correctly identified.
- The manager has not provided staff with enough support to help them to assess children's development correctly.
- Staff do not share information with parents about how to support their children's learning further at home. They do not involve parents of children currently attending in identifying how the provision can be improved.
- Children do not have enough opportunities to gain a good awareness of their community.

It has the following strengths

- Partnerships with local schools and the children's centre work well. These links help staff make a positive contribution to children's communication and language development.
- Staff help children to effectively manage their behaviours. Children enjoy positive relationships with others and their emotional well-being is promoted well.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that observation, planning and assessments are used to understand children's level of achievement, interests and learning styles and to promote the next steps in their learning	31/12/2015
■ complete the progress check for children aged between two and three years and provide parents with a written summary of their child's development in the prime areas of learning	24/12/2015
■ ensure that information is obtained about children's level of development upon entry and that assessments of their progress are up to date and reflect their level of achievement	24/12/2015
■ ensure staff receive coaching and the support they need to assess children's learning effectively.	31/12/2015

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

- help parents to guide their children's learning at home
- involve parents in identifying the strengths of the provision and areas where it can be improved
- strengthen the opportunities for children to gain a greater understanding of their community.

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.
- The inspector held a meeting with the nursery manager and provider.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working at the nursery and discussed the nursery's improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of the leadership and management requires improvement

The progress of individual and different groups of children across the nursery is not monitored effectively. As a result, any gaps in children's learning are not identified or closed. Recent improvements to the nursery include providing more resources for children to ensure their safety. However, parents of children currently attending are not asked their views about the effectiveness of the setting, in order to raise the quality of care provided for their children. Staff attend regular supervisions with the manager to identify training opportunities. However, the manager has not identified weaknesses in staff's ability to assess children's progress or given them the support they need to improve. Staff do not provide parents with a summary of their children's progress between the ages of two and three years. This means that early intervention is not always put in place to support children in their learning. The arrangements for safeguarding are effective. The manager and staff are aware of the procedures to follow if they have concerns about children in their care.

Quality of teaching, learning and assessment requires improvement

Staff play alongside children and do provide some different activities that focus and engage children in learning. Parents provide information when children first start about their care needs, such as toileting. However, information about what children already know and can do is not obtained to help staff to plan appropriate next steps for them right from the start of their placement. Older children practice for their forthcoming nativity performance and confidently sing songs on their own. Children are beginning to recognise the letters in their names and put them in the correct order. Staff help children to develop their literacy skills for future learning. Younger children develop their imagination as they play with kitchen utensils and cutlery. Children learn about other cultures and festivals. However, they do not have enough opportunities to learn about their community. Staff talk to parents daily when they drop off and collect their children. However, they do not provide them with help to support their children's learning at home.

Personal development, behaviour and welfare require improvement

Children enter this friendly nursery happily and settle quickly. They grow in confidence and develop independence. They eagerly roll up their sleeves ready to wash their hands before snack time and use small jugs to pour their drinks. Children enjoy a range of healthy foods and have daily opportunities to spend time outdoors. They enjoy digging in the soil, learn about growing and planting and balance on beams. These help promote their well-being and they benefit from being physically active in the fresh air. However, activities are not being planned for each child's individual needs. This means children are not making as much progress as they can.

Outcomes for children require improvement

Staff do not establish children's starting points in learning or plan appropriate next steps. Staff observe children's development but do not use this information effectively to plan activities that help narrow gaps in their learning. This is particularly apparent in the baby and toddler rooms. Children make steady, rather than good, progress in their learning.

Setting details

Unique reference number	EY482529
Local authority	Lincolnshire
Inspection number	1000945
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	45
Number of children on roll	50
Name of provider	Oaktrees Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	01507601224

Busi Bodies nursery first registered in 2002 and re-registered in 2014 as a limited company. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, four at level 3, two at level 4 and one at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides a holiday club for older, school-aged children. The nursery provides funded early education for two-, three- and four-year-old children.

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