

# Busy Bees Nursery and Creche

65-69 Mortimer Road, HEREFORD, HR4 9SP



<b>Inspection date</b>	22 January 2016
Previous inspection date	25 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- Babies and children enjoy learning. They are usually keen to take part as staff readily follow up their ideas and interests and consistently encourage and praise them.
- Children are given good learning experiences, particularly in mathematics. Staff encourage younger children to count and identify colour and shape. Pre-school children recognise bigger numbers and compare items according to colour, shape and size.
- Children become confident and expressive speakers. Staff skilfully help children who have speech and language delay or who speak English as an additional language to develop their understanding, speaking and vocabulary.
- Babies, children and parents appreciate the inviting nursery environment and the manager and staff's warm welcome. The staff sensitively comfort and encourage children, who soon settle. Parents are reassured by regular opportunities to exchange information with staff about their children's routines, activities and achievements.
- Effective recruitment and staff development procedures ensure the manager and staff are well qualified and knowledgeable. Their care and teaching skills are good. They carefully supervise babies and children and consistently promote their safety, well-being, comfort and enjoyment during well managed routines and activities.

### It is not yet outstanding because:

- Although teaching is strong, staff do not always explain activities well enough to ensure children know what is expected of them.
- While partnerships with parents are good, staff are not always successful in making sure all parents know about plans for their children's future learning.

## **What the setting needs to do to improve further**

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

- improve the way staff prepare children for activities so children know what is expected of them and get the most out of each learning experience
- help all parents to be involved in discussing their child's development and planning for their child's next steps for learning.

### **Inspection activities**

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector held a meeting with the nursery manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation including policies and procedures, and checked 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**  
Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership team and staff effectively monitor the impact of their care and teaching to identify ways to improve children's experiences. They regularly update policies and procedures and have made significant improvements since the last inspection. Staff's assessment and planning are now more focused on children's development needs and the curriculum now covers all areas of learning. There are clear plans for the future development of the nursery, such as planned improvements to the outdoor learning area. Arrangements for safeguarding are effective. The manager and staff attend regular training. They have a sound knowledge of neglect and abuse and of what action to take if they have concerns. The manager and staff conscientiously work with other agencies and families to minimise the risks to vulnerable children. Parents are generally kept well informed about their child's achievements. However, staff do not always tell parents about what they are planning to do next to help children move forward. This means parents are not always aware of ways they can support their child to make the best possible progress.

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

Babies and children take part in rich and varied activities. They relish the many opportunities they now have to use a range of materials during creative and exploratory play. Younger children show delight as they explore different colours, shapes and textures. Pre-school children engage in lively conversations and confidently express their views or demonstrate a skill. However, staff do not always explain to children that they need to pay attention during some group activities. Staff effectively develop children's early literacy skills. Pre-school children are beginning to make links between letters and sounds, recognising the initial letters of their names. Babies enjoy making marks in sand, flour and soil. Staff use visual aids and props to enhance children's enjoyment of stories and songs.

### Personal development, behaviour and welfare are good

Children are well looked after. Staff carefully follow children's routines and meet their care, health and dietary needs. Staff effectively foster children's awareness of how to be healthy. Babies and children are well nourished and increasingly manage their personal care and hygiene needs independently. They enjoy spending time outdoors and being active. Children learn about different aspects of safety during routines and fun activities. Children are generally well behaved. They enjoy each other's company, make friends and often play cooperatively. Occasionally staff do not clearly explain how they expect children to behave, for instance, during physical play. Some children do not always wait their turn or consider others' needs when using apparatus or wheeled toys. In other respects, children are helpful, assisting with tasks such as tidying away. They enjoy finding out about other people's lives and customs and celebrate each other's successes and special events.

### Outcomes for children are good

Children make good progress in relation to their starting points. This includes children who have early education funding, those who have developmental delay or who speak English

as an additional language. Children are enthusiastic, expressive, imaginative and resourceful. They are well prepared for their future learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY414908
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	1028003
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Busy Bees Nursery and Creche Limited
<b>Date of previous inspection</b>	25 October 2012
<b>Telephone number</b>	0143 226 5375

Busy Bees Nursery and Creche was registered in 2010. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or 3. The manager has a foundation degree in early years and one member of staff has a degree in early childhood education. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for three- and four-year-old children. Support is provided for disabled children and those who have special educational needs and for children who speak English as an additional language.

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