

# Busy Bees Kindergarten

Highfields Cp School, Colchester Road, MANNINGTREE, Essex, CO11 2BN



## Inspection date

11 March 2016

Previous inspection date

12 January 2010

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

- The managers have a good overview of the nursery and evaluate it regularly. They seek the views of parents, children, staff and other professionals to help inform their challenging but achievable plans for improvement.
- Staff provide a well resourced and stimulating environment. They plan activities that spark children's curiosity and enthusiasm to learn. Children develop high levels of confidence and self-esteem as they independently choose activities they would like to take part in.
- Staff have formed highly effective partnerships with the on-site primary school. They invite teachers to attend the nursery to meet the children. Staff obtain information about school routines and mirror them at nursery. Children are supported well emotionally for the move to Reception class.
- Staff have high expectations for children's behaviour. They set clear, age-appropriate boundaries and gently remind children of these throughout the day. Staff promote good manners and encourage children to develop skills in turn taking and sharing.
- Staff support disabled children and those with special educational needs well. Staff are experienced in identifying any delays in development. They swiftly obtain the appropriate support so that they can support children's needs. Staff share regular information with parents and health professionals to ensure that plans for support are fully in place.

### It is not yet outstanding because:

- The professional development plans for staff are not sharply focused enough to achieve and maintain an even higher quality of practice throughout the nursery.
- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels.

## What the setting needs to do to improve further

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

- strengthen performance management systems so they are more sharply focused on driving the quality of practice to higher levels
- provide children with further opportunities to link their thoughts and to develop their own ideas.

### 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 one of the nursery managers.
- The inspector held a meeting with the three nursery managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. Staff carry out thorough risk assessments and daily checks of the premises, effectively promoting children's safety. Strict procedures are followed to ensure the premises remain secure. The managers meet with staff regularly to discuss their practice and set them targets to achieve. Staff are offered regular training to keep their knowledge and skills up to date. The managers monitor the progress that individual and groups of children are making. They effectively use this information to implement systems of support to address any gaps that are emerging. Staff form effective partnerships with parents. They update them regularly on their children's progress and advise them about how they can support learning at home.

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

The well-qualified staff have a good knowledge of how children learn. They get to know children well through regular observations and accurate assessments of what they can do. Staff use this information well to plan activities based around children's individual needs and interests. Babies communication skills are promoted well by staff. They get down to the babies' level, mimic their babbling and name objects throughout their play. Staff provide children with a wide range of different textures and objects for them to feel and explore. This supports their curiosity and investigations to learn about the world around them. Staff are skilled at incorporating different areas of learning across activities. For example, staff number the stages of an obstacle course to further children's mathematical development, while promoting their physical skills. Staff differentiate this well when they draw dots next to the numbers for those children who cannot yet recognise numerals.

### Personal development, behaviour and welfare are good

Children form warm, caring bonds with their key person, other staff and one another. They settle well. Staff reassure them with cuddles and positive interactions. Children are supported to develop their independence in following rules. Staff provide visual aids for children. For example, a poster displaying the number of children that can be in the playhouse at any one time. Children respond well to this and develop good social skills and patience. Children learn to manage risks for themselves. They learn to safely balance on beams, holding their arms out to steady themselves. Children have plenty of opportunities to experience fresh air and physical exercise. They have daily access to the garden. They take part in jumping and running activities and go on regular trips to the fields and park nearby.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. Staff support children's independence skills well. They encourage children to attend to their own personal care needs. Children help to tidy away resources, put on their own coats and serve themselves snack. Children's listening and attention skills are developing well. Children are well prepared for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY397961
<b>Local authority</b>	Essex
<b>Inspection number</b>	859924
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Busy Bees Kindergarten CIC
<b>Date of previous inspection</b>	12 January 2010
<b>Telephone number</b>	01206396291

Busy Bees Kindergarten was registered in 2009 and is situated within the grounds of Highfields County Primary School. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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