

# Busy Bees Day Nursery at Preston Bamber Bridge



School Lane, Bamber Bridge, Preston, Lancashire, PR5 6QE

**Inspection date** 16 February 2016  
Previous inspection date 8 April 2013

<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

- Children are cared for by warm and attentive staff. Children enjoy close relationships with each other and often seek out adults to share in their play and talk about their experiences. Effective care practices meet children's individual care needs.
- Staff provide a welcoming, stimulating and well-organised environment. Children engage readily in activities and enjoy their learning.
- Partnerships with parents are sound. Parents contribute to assessments and are kept informed regarding children's progress. Children benefit from the collaborative approach to having their needs met.
- The quality of teaching is good. Staff plan a wide range of challenging and enjoyable experiences that is closely linked to children's individual interests. Children demonstrate good levels of curiosity and confidence. They are gaining the key skills they need for future learning.

### It is not yet outstanding because:

- Sometimes, systems to ensure staff report damaged or defective equipment promptly are not effective enough to maintain children's well-being.
- Children's early understanding of the world is not always fully supported. Staff do not always use the correct or accurate terms to help children make distinctions in their observations and fully support their learning.

## What the setting needs to do to improve further

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

- improve procedures to ensure that equipment is fit for purpose and maintains children's well-being
- ensure children have opportunities to hear consistency and accuracy in the vocabulary used to support their 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 with the manager.
- The inspector looked at children's assessment records, planning documentation and the nursery's written documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the written views of parents and the views of those spoken to on the day of the inspection.

### Inspector

Jacqueline Midgley

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are suitably trained and have a good understanding of child protection procedures. The nursery manager, who is relatively new in post, is keen to drive improvement. The manager has implemented various systems of self-evaluation to help to build a culture of continuous improvement. Staff are supported through monitoring and professional supervision. There is an effective and well-targeted programme of professional development. Effective systems for the analysis of assessment information are in place. These help to ensure that children's potential learning needs are recognised and quickly met. Managers monitor practice, set targets and strive to continually improve children's experiences. However, failures to report defective heating systems in one of the nappy changing rooms meant that on the day of the inspection it was extremely cold. Once this was brought to the manager's attention this was dealt with very promptly.

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

Most staff hold childcare qualifications and have a good understanding of how young children learn and develop. Staff use assessment well to monitor children's progress towards the early learning goals. They use their knowledge well to provide a good range of experiences both indoors and outside which covers all seven areas of learning. Children demonstrate their learning well as they count, recognise numbers and confidently use mathematical terms. However, on occasions, staff provide children with incorrect information. For example, children who mistake pine cones for acorns are not always corrected, gorillas are sometimes described as monkeys and some staff are unclear when describing countries and continents. Planning and assessments are precise and sharply focused on each child's individual needs and are effectively shared with parents. Staff work hard to narrow gaps in children's learning and regularly liaise with local health professionals.

### Personal development, behaviour and welfare are good

Caring and nurturing interactions between staff and children help them to feel emotionally secure. Settling-in sessions are flexible and work extremely well. Staff consistently encourage and reinforce good hygiene practices. Children form very close relationships with the supportive staff. Their individual care needs are met well and their physical and emotional well-being are effectively supported. Staff are calm and consistent and children behave well. Children play outside every day. This helps to promote their physical well-being and they learn how to manage risks safely. Staff treat children fairly and show them kindness and respect. They encourage children to share, take turns and use good manners.

### Outcomes for children are good

All children demonstrate progress that is typical for their age. Children become confident and enthusiastic learners. They are well prepared for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	503750
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1027927
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	167
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	8 April 2013
<b>Telephone number</b>	01772 324 644

Busy Bees Day Nursery at Preston Bamber Bridge was registered in 2002. The nursery employs 33 members of childcare staff. Of these, 26 hold appropriate early years qualifications, including two hold Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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