

# Busy Bees Day Nursery at Leicester Carlton Park

Carlton Park, King Edward Avenue, Narborough, Leicester, LE19 0LF



## Inspection date

30 March 2016

Previous inspection date

7 May 2013

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

- Staff are caring, kind and have an excellent knowledge of the children and families in their care. This enables them to meet their individual needs very well.
- There is a stimulating and well-resourced environment, both inside and outside. This means children are active and busy learners who are consistently engaged in their chosen activities.
- The nursery is managed effectively. The management team has a very good knowledge of their setting and are active in trying to raise the quality even further.
- Excellent support is provided for disabled children and those with special educational needs. Staff have formed superb links with parents, outside agencies and other settings that children attend. This helps them to understand their needs and provides them with additional training and understanding. This supports them in their role and furthers their understanding.
- Children make secure attachments, particularly with their key person. This ensures that children are confident to explore and try new experiences.
- Staff have a secure knowledge of how to safeguard and protect children. This ensures that children are kept safe during their time in the nursery.
- Parents comment very positively on the quality of care provided by the nursery. They particularly appreciate the excellent communication with staff.

### It is not yet outstanding because:

- The quality of teaching, particularly in the toddler room, is not as high as some of the excellent practice in other rooms in the nursery.

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

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

- raise the quality of teaching in the toddler room even further by refining how some of the excellent practice is shared.

### **Inspection activities**

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector completed joint observations with the nursery manager and the Early Years Professional.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation, such as the nursery's self-evaluation and 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.
- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.

**Inspector**  
Ben Hartley

## Inspection findings

### Effectiveness of the leadership and management is good

There has been a recent incident of a child getting out of their room and into the corridor where they were left unsupervised for a short period of time. As a result of this, the management team has taken decisive action to ensure children's safety. This includes even more stringent supervision from staff, alterations to risk assessments and fixing a broken door in the building. The management team has a very good understanding of its responsibilities and works closely with outside agencies to support children and families. Staff continue to raise their qualifications in order to support their practice. The manager makes good use of this knowledge and expertise to support others. Staff regularly evaluate the quality of the nursery, enabling them to accurately identify areas to develop even further. Staff maintain positive partnerships with local schools. Arrangements for safeguarding are effective. Effective systems are in place to ensure that staff are suitable. The manager has considered some creative ways to engage parents in the nursery. This includes a parent focus group that provides regular feedback to help identify areas of practice that can be improved even further.

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

Children are active learners that are consistently engaged in a very wide range of imaginative activities. A group of children excitedly predict what might happen with the volcano they have made using a range of materials. This activity was carefully planned as a result of the experience and interests of the children in the room. Staff support children's learning very effectively through excellent communication and the use of open-ended questions. This helps children develop their own communication and language skills and enables them to think critically about their play. The quality of teaching throughout the nursery is very good. However, the quality in the toddler room is not as consistent as other rooms within the nursery. This means that children within this room are not always as excited and eager to learn. Staff complete robust assessments on a regular basis and use the information gathered effectively to inform planning.

### Personal development, behaviour and welfare are good

Staff encourage children to take manageable risks within their play and encourage them to consider potential danger. This enables children to learn about how to keep themselves safe. The nursery chef undertakes numerous cooking activities with the children. This helps them to learn about healthy food choices. Furthermore, children have planted their own vegetables that will be used in meals. Staff are very positive role models for children. This enables them to make positive choices about their behaviour and means the environment is very calm. Staff, particularly each child's key person, have an excellent knowledge of children and their families.

### Outcomes for children are good

Children are happy and very well settled. All children are making good progress, given their varying starting points, including disabled children and those with special educational needs. Children develop key skills that support them in the next stage of their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY241078
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1043507
<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 - 5
<b>Total number of places</b>	116
<b>Number of children on roll</b>	135
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	7 May 2013
<b>Telephone number</b>	0116 2865566

Busy Bees Day Nursery at Leicester Carlton Park was registered in 2002. The nursery employs 27 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 3 or above, including one member with Early Years Professional status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

