

Busy Bees Day Nursery at Chippenham

Bath Road, Cepen Park South, Chippenham, Wiltshire, SN14 0BJ



Inspection date

10 May 2016

Previous inspection date

13 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager reviews the provision effectively to improve practice. She identifies strengths and weaknesses accurately, and focuses on improving the outcomes for children. This has led to significant positive changes since the last inspection. She values the views of parents, staff and children in this process.
- Partnerships with parents are good. Staff update parents regularly on their children's progress and share ideas to support their children's continued learning at home.
- Staff provide a good range of stimulating, enjoyable resources and activities that motivate children fully as they play and explore. Children are curious, creative learners and they confidently make choices about what they want to play. All children make good progress from their starting points.
- Staff have a good understanding of how to support children's physical development. For example, younger children are encouraged to balance and stretch as they reach to mix paint with their hands, and older children grasp coloured ice cubes to experiment with mark making.

It is not yet outstanding because:

- Staff do not always recognise when to challenge children further with their mathematical understanding.
- Some staff do not always support children to develop their thinking skills and express their ideas during play and activities.

What the setting needs to do to improve further

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

- increase opportunities to challenge children's mathematical thinking to help them make the best progress possible
- develop a broader range of strategies to help children to think for themselves, and express their views and ideas.

Inspection activities

- The inspector held discussions with the manager, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector sampled children's development information and records.
- The inspector carried out a joint observation with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The manager has succeeded in making improvements to meet the requirements of the Early Years Foundation Stage since the last inspection. She uses an effective system to monitor the quality of teaching. The manager and staff reflect on practice and identify training to help to develop their professional skills further. The manager and staff monitor and track children's progress closely, identifying and targeting any gaps in development quickly. Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow should they need to report any concerns about a child's well-being.

Quality of teaching, learning and assessment is good

Overall, teaching is good. Staff have a secure understanding of how to help young children learn. Staff have a good knowledge of children's interests and next steps, and use this successfully to move children forward in their learning. Staff are skilled in supporting children's early communication and language development. For example, they repeat key words as children play to extend their vocabulary and respond positively to babies' sounds and gestures. Children have good opportunities to develop their creative ideas and to experiment. For example, older children worked together to mix coloured water solutions and talked about the changes that took place.

Personal development, behaviour and welfare are good

Staff are caring and attentive to children's needs. They settle them in well and form strong bonds with children, who are happy and secure. Children behave well. Staff encourage children to listen to, and respect, each other effectively. Children play together well and learn to share. For example, children volunteer to help their friends. Staff support children's independence well. They give them lots of opportunities to become independent in managing their own needs. For example, children put on their outside clothes and wellies when they choose to go outside. Children's good health is promoted effectively. For example, they learn about good hygiene practices, enjoy healthy meals and have opportunities to be physically active.

Outcomes for children are good

Children gain confidence and are motivated to join in with activities. They develop good conversational skills. For example, during role play, children expressed their imaginative ideas to their friends clearly. Children make choices about their play and are eager to learn. Younger children settle in quickly and explore with confidence. Older children learn a good range of skills that prepare them well for their future learning. For example, they develop early literacy skills, such as mark making, and handle books confidently.

Setting details

Unique reference number	199372
Local authority	Wiltshire
Inspection number	1028550
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	106
Number of children on roll	105
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	13 May 2013
Telephone number	01249 463000

Busy Bees Day Nursery at Chippenham registered in 2000. It operates in Chippenham, Wiltshire.

It opens Monday to Friday from 7.30am to 6pm, all year. The setting employs 24 staff. One member of staff holds Early Years Professional Status, one holds an appropriate early years qualification at level 6, and eight staff hold qualifications at level 3. The setting receives funding for the provision of free early years education for children aged two, three and four years.

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