

Busy Bees Day Nursery at Telford Priorslee

Priorslee Avenue, Priorslee, TELFORD, Shropshire, TF2 9NR



Inspection date

25 May 2016

Previous inspection date

13 February 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The rich environment, both indoors and outdoors, and a wealth of resources are organised to provide extensive challenge during children's play. This inspires children to explore recent learning, practise new skills and follow their own interests.
- All staff have high expectations of what children can achieve in their learning. They are extremely skilled in providing rich, varied and imaginative experiences. Teaching motivates children to join in with activities and actively contribute to their own learning.
- The manager ensures that staff's assessments are rigorous. A highly effective monitoring system allows her to track areas of learning and identify where the nursery needs to focus their expert practice. This results in the introduction of a vibrant range of early years projects that reflects their outstanding practice.
- The success of the nursery is attributed to the fact that the staff and leaders are highly innovative. Leaders actively seek and act on the opinions of parents. Parents are successfully involved in nursery activities and experiences. Events planned on evenings and weekends help parents find out how they can help their children to learn even more at home.
- Children's emotional needs are continually nurtured. They flourish in this wonderful environment. Staff are sensitive, provide affection and stability, and build on the children's self-esteem. Children are extremely confident and self-assured. They display high levels of independence, trust, curiosity and concentration.
- Leaders have an exceptional overview of children's needs through dynamic monitoring of staff's practice. Staff show commitment and enthusiasm in their work as there are many opportunities to develop their knowledge and skills.

What the setting needs to do to improve further

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

- continue to enhance opportunities for children with additional needs to make rapid progress.

Inspection activities

- The inspector carried out a joint observation with the nursery manager and discussed the effectiveness of supervision and monitoring of practice.
- The inspector observed teaching and learning activities and spoke to children at appropriate times while they played.
- The inspector held meetings with the management team. She also held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation, including the views of parents spoken to on the day of inspection.
- The inspector looked at a range of documentation which included the safeguarding policy, children's learning and assessment records and the planning of activities.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders within the nursery are highly motivated and they successfully strive for and achieve excellence. There is a rigorous system for recruitment, induction, supervision and professional development for all staff. The arrangements for safeguarding are effective. Leaders have a high regard for Local Safeguarding Children's Board procedures. Staff know how to keep children safe. They are alert to the signs that may indicate a child is at risk of abuse. Effective joint working between staff and other professionals ensures that children who have special educational needs or disability receive excellent targeted support. Children are involved in all activities and make significant progress in their development. There is scope to extend plans to share more detail with all staff about specific areas of learning for children with additional needs.

Quality of teaching, learning and assessment is outstanding

Staff complete precise assessments and carefully track children's development so they know exactly how well they are progressing. Children benefit from an educational programme that clearly fosters opportunities for active learning and promotes their creativity and critical thinking. Staff are highly skilled at playing alongside children. Children explore an exciting world they have created for dinosaurs. Staff help children to make links between their ideas and what they should do next. Children animatedly work things out for themselves. They persevere and solve their own problems. Children's early reading skills and mathematical development are expertly promoted. They learn to link sounds with the letters they recognise. Most-able children are challenged to build simple words using letters and sounds that they already know. Children learn mathematical language as they play. Staff help them predict the size of objects, identify written numerals, learn to count, and consider more or less objects.

Personal development, behaviour and welfare are outstanding

Babies and toddlers receive superb support from their key person. This allows them to fully investigate the dynamic environment. Children enjoy highly nutritious meals and snacks. Staff provide parents with recipes and hints about how to encourage a healthy lifestyle. Staff sit alongside babies and toddlers. They chat to them about the food they are eating. This helps children make positive choices that enhance their health and self-care skills as part of a sociable experience. Children learn about physical exercise and that their hearts beat faster after exercise.

Outcomes for children are outstanding

All children make consistently high rates of progress, including those who receive funded early education. Staff use their excellent understanding of how children learn, to enhance children's speaking and listening at every opportunity. Children who speak English as an additional language are very well supported. Their home language is respected and used to provide continuity in their learning. Children have confidence in their own abilities and demonstrate a 'have a go' attitude to learning. The nursery places the utmost priority on supporting children as they move on to the next stage in their learning. Children become motivated learners and are very well prepared for the move on to school.

Setting details

Unique reference number	208218
Local authority	Telford & Wrekin
Inspection number	854441
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	108
Number of children on roll	131
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Date of previous inspection	13 February 2012
Telephone number	01952 201727

Busy Bees Day Nursery at Telford Priorslee is one of a number of settings operating under the Busy Bees chain. It was registered in 2009. The nursery employs 33 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3, two at level 6, three at level 5 and three at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs or disability.

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