

# Busy Bees Day Nursery at Cheltenham



Corinth House, Bath Road, Cheltenham, Gloucestershire, GL53 7SL

<b>Inspection date</b>	10 June 2016
Previous inspection date	24 October 2013

<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

- Leaders and managers use effective systems to evaluate the quality of the provision. For example, since the last inspection, considerable improvements have been made to provide stimulating outdoor play areas to support children's learning.
- Leaders and managers analyse data of children's achievements meticulously to identify any weaknesses in children's learning. For example, they have used information from their monitoring to implement additional staff training, to extend mathematical knowledge and support all children to make good progress.
- Children and their families are supported very well by leaders and managers. They work in effective partnerships with other professionals to support children's specialist care and learning needs, to help them make good progress.
- Children behave well and staff are good roles. For example, they help children to understand how to take turns, share and be kind to others.

### It is not yet outstanding because:

- On occasions, staff do not support children to consider their own safety and understand about caring for their environment. For example, children often leave aprons on the floor when they have finished with them.
- Staff do not organise some daily routines particularly well, such as lunchtime in the pre-school room. Children become restless as they wait for lunch to be served.

## What the setting needs to do to improve further

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

- support children to understand about caring for their environment to extend their understanding about keeping themselves and others safe
- review the organisation of lunch routines so that children do not become restless.

### Inspection activities

- The inspector observed the activities and the quality of teaching, and supervision of children, throughout the setting.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including records of staff suitability checks, organisation of staffing, self-evaluation, observations of children's learning, assessment and planning records, and documentation linked to the monitoring of children's progress.
- The inspector conducted a joint observation of staff practice with the deputy manager.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers ensure that staff are suitable to work with children. They use effective processes to help new staff to become familiar with their roles and responsibilities. Staff are confident about child protection issues. They know the procedures to follow if they have concerns about a child's welfare. The inspection was brought forward in response to concerns over supervision of children and staff deployment. Leaders and managers have effective systems in place to ensure children's needs are met well and that adult-to-child ratios meet requirements.

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

Staff collect a great deal of information from parents about what their children already know and can do. This enables them to understand children's starting points and plan for their continued learning. Staff offer challenge to children to extend their learning further. For example, children built rockets using coloured building blocks. Staff encouraged them to replicate their designs using different construction materials and to record their designs in drawings. Staff work well with children's interests. For example, they quickly noticed that the babies were interested in transporting and transferring shredded paper, and offered them additional containers to explore the concept of emptying and filling. Staff support children to explore and investigate the natural world. Children enthusiastically hunted for minibeasts during play in the outdoor area. Staff engaged children in conversation to extend their understanding of insects' favourite habitats.

### Personal development, behaviour and welfare are good

Children have secure relationships with the staff, feeling safe and self-assured. Staff offer children praise for their achievements, helping to support their self-esteem and confidence. Children learn about keeping healthy in the warm weather. For example, they have access to drinking water and staff talk to children about drinking lots of water to keep their bodies healthy. Children have good opportunities to be outside on a daily basis, to play in the open air and to practise their physical skills.

### Outcomes for children are good

All children, including those who have special educational needs, make good progress from their starting points. Children enjoy their time in the setting and are enthusiastic learners. They have good opportunities to learn through exploration and discovery. For example, they were highly motivated when they found bugs in the garden and examined them carefully, noticing and discussing similarities and differences. Children use mathematical language as they make estimations, such as how many bugs they think they will find, and they count objects in their play confidently. They develop important skills to help them in their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY420522
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1053246
<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>	64
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	24 October 2013
<b>Telephone number</b>	01242230999

Busy Bees Day Nursery at Cheltenham registered under the current management in 2010 as a division of Busy Bees Company. The nursery is situated in the Bath Road area of Cheltenham, in Gloucestershire. The nursery is open each weekday from 7.30am to 6pm, except for bank holidays. There are 23 members of staff working with the children. Of these, three hold a relevant early years qualification at level 6, five hold early years professional status and two hold qualified teacher status. One member of staff holds a qualification at level 4; six at level 3 and a further two hold qualifications at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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