

Busy Bees Day Nursery at Reading International



Reading International Business Park, (Behind the Verizon building), Basingstoke Road, Reading, Berkshire, RG2 6DA

Inspection date	13 June 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provide stimulating and challenging activities that motivate children to learn. All children, including those who are learning English as an additional language, make good progress from their starting points.
- Staff support children's communication and language skills well. For example, they repeat words and use visual cues to help children develop new vocabulary. Staff use skilful questions to help children to think and solve problems.
- Partnerships with parents and other settings children attend are strong. The regular sharing of information involves parents in their children's learning effectively and provides continuity between settings. Staff support children's well-being effectively and children behave well.
- The manager regularly reflects on the quality of teaching. She gains parents' and children's views about the setting to guide improvements and maintain positive outcomes for children.

It is not yet outstanding because:

- Staff miss some opportunities to support children's growing awareness of numbers and counting.
- At times, staff do not organise group times effectively and some interruptions mean that children lose focus.

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 extend children's awareness of early mathematics
- review the organisation of group times to keep interruptions to a minimum so that children do not lose focus.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector spoke with parents, children and staff to gain their views.
- The inspector examined a sample of policies, documents and children's records.
- The inspector observed children and staff during play and carried out a joint observation with the manager.
- The inspector discussed the self-evaluation process with the manager.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the signs that would give them concerns for a child's welfare and the procedures to follow. Recruitment is rigorous. Thorough checks are in place to help ensure that staff are suitable to work with children. The manager supports the staff with professional development effectively. For example, she monitors staff practice, offers regular support and encouragement, and staff attend regular training to keep their knowledge and skills up to date. The manager monitors children's progress effectively and shares her findings with parents. Staff work with local schools and prepare children well for the move to school.

Quality of teaching, learning and assessment is good

Staff complete meaningful observations and accurate assessments, and plan for any gaps in children's learning quickly. They hold regular meetings with parents to share children's achievements and next steps in learning. Babies and older children develop an awareness of early technology as they explore a variety of resources. For example, younger children play with telephones, and older children use torches to see into the dens they have made. Children develop their creativity through a variety of activities, such as music, craft and imaginative play, and they use a range of tools to explore different textures. Staff support children's physical well-being effectively. For example, they provide opportunities for children to dance and learn to move in different ways. Children enjoy looking at books with staff and independently. They have good opportunities to learn about the wider world, and staff teach children about different festivals and cultures.

Personal development, behaviour and welfare are good

Children form positive relationships with the staff, who support children's emotional well-being effectively. Staff gain valuable information from parents when children first start, to plan for their needs from the outset. Children explore the environment and make choices in their play. They develop good hygiene practices and eat healthy foods. Children have daily opportunities for fresh air and exercise, which supports their physical well-being effectively. They behave well and learn to respect others. Children develop a good awareness of keeping themselves safe.

Outcomes for children are good

Children make good progress. They are inquisitive and motivated to learn. Children are confident and gain good independence skills. Older children learn to dress themselves and younger children learn to feed themselves. Children develop an interest in early literacy. They explore early writing in a variety of ways and learn to recognise familiar words such as their name. Children gain the skills they need for the next stage in learning and school.

Setting details

Unique reference number	EY476489
Local authority	Reading
Inspection number	973026
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	93
Number of children on roll	115
Name of registered person	Busy Bees Day Nurseries Limited
Registered person unique reference number	RP900809
Date of previous inspection	Not applicable
Telephone number	0118 914 5560

Busy Bees Day Nursery at Reading International opened in 2014. It is situated in Reading, Berkshire. The nursery operates five days a week from 7.30am to 6pm, all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 21 staff who work with the children, 18 of whom hold relevant qualifications at level 2 and level 3.

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