

# Busy Bees Day Nursery at Gillingham



Gooden Way, Beechings Way Industrial Centre, Gillingham, Kent, ME8 6AD

## Inspection date

27 June 2016

Previous inspection date

14 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Satisfactory</b>	<b>3</b>
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

- Nursery leaders have made positive improvements since their previous inspection. Staff use the information from assessments well to plan for children's next stages in learning. Children now make good progress, and gaps in development are steadily closing.
- Staff provide good opportunities for children to build their early literacy skills. For example, they learn that print carries meaning through display posters and using books.
- Children learn about each other's diverse backgrounds. For instance, staff display words and have books in children's home languages.
- Leaders have rigorous recruitment processes in place. They conduct interviews, seek references and complete the relevant suitability checks.
- Leaders evaluate the quality of the provision well and set useful targets for improvement. They use the views of parents and engage them well in this process. For example, they provide parents with feedback through the 'You said, we did' board. Effective evaluation helps to provide better outcomes for children.

### It is not yet outstanding because:

- Staff do not consistently give children time to think and provide their own answers to problems during their play.
- Staff do not develop children's understanding of healthy lifestyles as effectively as possible.

## What the setting needs to do to improve further

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

- take every opportunity to help children to think for themselves and provide their own ideas during play
- take every opportunity to teach children about healthy lifestyles, including how to eat healthily.

### Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning and development.
- The inspector conducted joint observations with the manager.
- The inspector viewed a range of documentation, including records of staff suitability checks, children's records and some policies and procedures, including those for safeguarding.
- The inspector spoke to staff, parents and children.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors the early years curriculum well. She reviews children's progress, including specific groups of children, and identifies effective ways to use additional funding that suit their individual needs. The manager and staff recognise any gaps in development early, and work with other relevant professionals to support children's development. The manager supervises staff practice effectively. For example, staff have regular meetings to discuss their professional development needs and children's progress. Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow, including if an allegation was made against them. This helps to keep children safe from harm.

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

Staff know individual children well, and how to support their learning and development. They gain information from parents when children first start, to plan for their individual needs, interests and abilities. Staff support children's communication and language skills well. For example, they talk to them about outings they have attended and what they have seen, such as a bearded dragon. Staff follow children's lead in play and extend their learning further. They encourage older children's mathematical development effectively. For example, they ask whether spaghetti is long or short and challenge children to make a triangle. Parents comment that they are very happy with the nursery's service. There is a regular exchange of information with parents to provide a consistent approach in meeting children's individual development and care needs.

### Personal development, behaviour and welfare are good

The staff provide a stimulating and welcoming nursery environment. Children form secure emotional attachments and positive relationships with staff. Staff quickly respond to children who are tired, finding their comfort items and cuddling them close. Staff help children to learn about their behaviour expectations; for example, children learn not to run inside or climb on chairs, which helps them understand how to keep themselves safe. Staff support children's physical well-being effectively and children enjoy their daily opportunities to be physically active.

### Outcomes for children are good

Children make good progress and are well prepared socially and emotionally for their next stage in learning. For example, they excitedly talk with adults and friends about their new schools in September. Older children gain useful literacy and mathematical skills. They know how books work and can count. Children learn to manage their personal needs, such as wiping their hands and faces after eating.

## Setting details

<b>Unique reference number</b>	EY221307
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1028163
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	112
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Just Learning Ltd
<b>Registered person unique reference number</b>	RP900810
<b>Date of previous inspection</b>	14 March 2013
<b>Telephone number</b>	01634 379352

Busy Bees Day Nursery at Gillingham registered in 2002 and operates in Gillingham, Kent. The nursery provides care from 7am to 6pm, Monday to Friday, throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 29 members of staff, 24 of whom hold appropriate childcare qualifications, which include two at level 6.

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.

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