

# Busy Bees Day Nursery at Birmingham QE

160 Metchley Lane, Birmingham, B15 2TX



<b>Inspection date</b>	17 August 2016
Previous inspection date	21 October 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	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 management team sets high expectations. It has made good improvements to the quality of provision since the previous inspection. Staff share this drive and ambition for further development.
- Staff create a welcoming and stimulating environment where children feel secure and settled. Children thoroughly enjoy exploring and investigating the extensive and varied range of resources.
- Children's independence skills are fostered well throughout the nursery. They competently clear away after their meals and access water during outside play. This helps them to develop confidence in carrying out tasks for themselves.
- Staff are supported through training and effective supervision to improve the quality and the effectiveness of their teaching. This has a positive impact, enabling all children to make good progress.
- Good systems are in place for reviewing children's progress. Where children require additional support, timely interventions mean that any gaps in their learning are closing and their individual needs are met.

### It is not yet outstanding because:

- Staff do not fully develop children's knowledge of their own community and understanding of diversity in the wider world.
- Sometimes, staff do not organise group activities well enough to make sure that quieter children can fully join in.

## What the setting needs to do to improve further

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

- increase opportunities for children to broaden their understanding of diversity, in particular, their appreciation of other people in the wider community
- focus more closely on encouraging quieter children to be fully involved during group activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the management team.
- The inspector looked at self-evaluation, evidence of suitability of staff working in the nursery and a range of other documentation, including policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify and refer any concerns about children, helping to protect them. Robust recruitment procedures ensure staff are suitable to work with children. Staff carry out daily checks of the premises to make sure all areas are safe. Clear records are kept of any accidents and these are evaluated to minimise risks. Leadership roles for a number of staff have been instigated to ensure that all staff are well supported in their roles. For example, senior staff provide supervision and coaching for junior staff to monitor the quality of teaching and learning. The views of parents, staff and children are sought to help shape future improvements. Staff actively help parents to support their children's individual needs.

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

Staff understand children's interests and preferred ways of learning. They make precise assessments of children's individual learning needs. Staff plan experiences that promote children's learning and which they enjoy. Children play in a well-planned environment. They enjoy varied opportunities to explore and create. Older children enjoy searching for bird feathers. They use pictures of common birds and pens to tick off the different species they find. Staff ask challenging questions to help develop children's thinking and communication skills. Children use magnifying glasses to look more closely at bugs and insects. Children experiment with different techniques when painting. They learn how to spray paint onto large sheets of paper and observe colours as they mix together and change. Children use pots and pans in the mud kitchen. Staff build in opportunities to help them understand mathematics, such as learning to measure and count.

### Personal development, behaviour and welfare are good

The well-planned outdoor play area motivates children to be active. Staff skilfully encourage children to take risks safely. Younger children develop confidence in their physical skills as they jump onto soft-play equipment. Children form secure attachments with staff. They have good opportunities to develop their self-care skills. They follow good hygiene routines and help to set the tables and serve their own meals. Snacks and meals are made from organic ingredients, freshly cooked and nutritious. Children behave very well and staff praise their efforts as they play and learn new skills. Staff spend time getting to know families and children when they first start. Staff and parents regularly exchange information to ensure children's individual care needs are met. There are effective links with schools. Staff share information with teachers, so they can continue to support children's care and learning when they move on to school.

### Outcomes for children are good

Children make good progress in their learning. They listen attentively, share resources and take turns. Older children learn to count, describe the properties of shapes and capably solve problems. Children are confident communicators. They demonstrate their imagination and curiosity as they seek out new challenges. They are self-assured and mix well in groups. Children are developing good attitudes to learning and are well equipped and prepared for school.

## Setting details

<b>Unique reference number</b>	EY344321
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1031667
<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 - 4
<b>Total number of places</b>	133
<b>Number of children on roll</b>	149
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	21 October 2015
<b>Telephone number</b>	0121 333733

Busy Bees Day Nursery at Birmingham QE was registered in 2007. The nursery employs 42 members of childcare staff. Of these, 33 hold qualifications at level 3, three at level 2, three at level 6 and one has early years practitioner status. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. The nursery supports children who have special educational needs or disability.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

