

# Busy Bees Day Nursery at Cheadle Hulme

Councillor Lane, Cheadle, SK8 2JF



## Inspection date

21 September 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

- The experienced and well-qualified manager has high expectations and a secure vision for the nursery. Her evaluation identifies key areas to develop which will have the most beneficial impact on outcomes for children. Parents' and children's views are extremely important when planning for future developments.
- Overall, staff demonstrate good teaching skills. They follow children's lead well, allowing them to make choices and decisions. There is a good balance of adult-led activities and child-initiated play. Planned activities challenge and motivate children to learn and all children make good progress.
- Partnerships with parents are good. There is a shared approach to children's learning and development. Parents are well informed about children's progress and they contribute to assessments from the very beginning. Parents are offered a wealth of information and activities to extend children's learning at home.
- Children have developed good bonds with staff. They arrive happy and are settled and confident throughout the day. Care routines are highly individualised for babies. Staff have an in-depth knowledge of each child's routines and care needs. This contributes towards their ability to support children's emotional and physical well-being.

### It is not yet outstanding because:

- Monitoring of staff practice is not yet fully focused on raising the quality of teaching to an outstanding level.
- Sometimes, during conversations, staff do not always support toddlers to extend their language skills and speak using sentences.

## What the setting needs to do to improve further

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

- strengthen the systems for monitoring staff practice that help to raise the quality of teaching to an outstanding level
- adapt teaching strategies during conversations with toddlers to help them further develop and extend their already good speaking skills.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and the company's childcare and curriculum adviser.
- The inspector viewed children's assessment records and planning documents. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation, such as the self-evaluation and a sample of policies and procedures, and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to a group of parents and a relative during the inspection. She also viewed written feedback and took account of parents' views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Staff receive regular training and updates on safeguarding and are knowledgeable about the potential signs of abuse. They are confident in procedures to follow in the event of a concern about a child's safety or welfare or the behaviour of a colleague. The arrangements for safeguarding are effective. Additional systems are in place to help keep children safe. For example, accidents are monitored closely to identify any common causes. Risk assessments are reviewed and monitored to minimise any further risks. Staff receive regular supervision meetings and are generally well supported. Staff are well deployed according to their level of qualification. The manager uses effective systems to monitor the progress children make. Any gaps in learning of individual or groups of children are identified and support is put in place. Partnerships with external agencies are effective. For example, staff work with speech and language therapists where children are identified as having specific needs. Additional funding is used well to target areas which have been identified by the manager.

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

Systems in place to observe and assess children's progress are effective. Staff plan well for what children need to learn next. Babies confidently explore their surroundings. They persevere at tasks, such as building small towers with bricks. They have plenty of opportunities to engage in sensory play, such as playing in water with ice. Staff engage toddlers in making their own dough. They choose from a variety of interesting resources and ingredients, such as mint leaves. Staff support children to develop physical skills and they explore the mixture with their fingers. Staff in the pre-school room engage children in exciting activities aimed at developing their early writing skills. For example, children make movements and marks to music as they listen to instructions and copy the actions that staff make. They concentrate well and introduce their own ideas. For example, when they talk about building and construction, staff extend this and take children outside to look at bricks.

### Personal development, behaviour and welfare are good

Staff act as excellent role models. They are respectful in their relationships with children and each other. Children's behaviour is good. Staff explain to children why certain rules and boundaries are in place to help to keep them safe. Children are offered opportunities to become independent. For example, they help with serving some foods at mealtimes. Staff talk to children about foods that are good for them and they follow positive hygiene routines. This helps children to develop an understanding of healthy lifestyles.

### Outcomes for children are good

All children, including those who have special educational needs or disability, are making good progress. They are well prepared for their next stage in learning. Pre-school children are developing the skills they will need for school. Children make particularly good progress in mathematical learning. Outside opportunities focus strongly on this area, which is having a positive impact. Children are curious, self-motivated and inquisitive learners. They are developing good social skills in relation to their age.

## Setting details

<b>Unique reference number</b>	EY486949
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1008864
<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>	116
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 4860706

Busy Bees Day Nursery at Cheadle Hulme was registered in 2015 and is owned by a limited company. The nursery employs 26 members of childcare staff. Of these, two staff hold a relevant degree, the manager holds a qualification at level 4, six hold level 3 and seven hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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