

Busy Bees Day Nursery at Reigate

Lesbourne Road, Reigate, Surrey, RH2 7JP



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| Inspection date | 24 October 2016 |
| Previous inspection date | 16 December 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- The manager and staff know the children very well. They monitor and track children's progress. They identify any gaps in learning and put plans in place to help all children make good progress.
- The manager and staff keep up to date with legislation and new practice and share this information with parents.
- Children benefit from a flexible settling-in procedure and make good progress from their starting points.
- The children form warm and secure attachments to the staff. Staff support children's well-being effectively. Children are given praise to help develop their self-esteem.
- There is a broad range of well-planned and exciting activities for children to choose from. Children learn independence and follow their own interests. They are motivated to learn and develop skills that will help them in their future learning.

It is not yet outstanding because:

- The manager and staff do not make the best use of all opportunities to build links with other settings to support children's continuity of learning.
- The management and staff do not seek parents' views to help improve the setting.

What the setting needs to do to improve further

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

- enhance opportunities to involve parents in the evaluation of the service provided and seek their views on how they can contribute to the improvement of the setting
- make full use of information from other settings to help challenge children and meet their needs.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and carried out a joint observation.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff share children's development information with parents. For example, staff shared a counting activity for the parents to do at home. This helps to support children's continuity in their care and learning. Parents and staff work well to ensure consistency when dealing with challenging behaviour. The manager monitors staff effectively and gives them guidance. She is supportive and provides staff with training to improve their teaching skills. For example, after attending recent training, staff are more aware of how to support boys in their play. The manager and staff know what to do if they have a concern about children's welfare and who to contact. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff challenge stereotypical views effectively. For example, staff encourage boys and girls to express themselves in many ways, including dressing up and role play. Staff adapt activities effectively for children of differing abilities. For example, staff used simplified language and exaggerated gestures for younger children and extended language by adding vocabulary for older children. Staff use praise effectively to help build children's confidence. Staff support children's understanding of mathematics well. For example, children count and begin to recognise number and quantity. Children enjoy the wide range of resources, toys and equipment. They learn how to explore the natural world. For example, science experiments help children prepare for their future learning.

Personal development, behaviour and welfare are good

Children are confident and happy. Their behaviour is good. The manager and staff act as positive role models. Children learn about healthy food, its effect on the body and how it helps develop muscles. Children learn how to categorise foods and are able to identify 'good' foods and 'bad' foods. For example, children drew pictures of healthy foods such as grapes and carrots and put them on the good side, but foods such as doughnuts and sugar were categorised as bad. Staff teach children how to brush their teeth and to keep them healthy.

Outcomes for children are good

Children are well prepared for school. For example, they practise writing their names and they use book bags like they will 'at big school'. Children discuss similarities and differences and they begin to understand cultural diversity. Children's physical skills develop well, for example, when they play outside on large equipment. They learn good communication and language skills. Children learn independence and are aware of their own needs. For example, older children are able to use the toilet unaided. Children develop good social skills. They learn to share, take turns and play together.

Setting details

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| Unique reference number | EY153169 |
| Local authority | Surrey |
| Inspection number | 1061627 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 4 |
| Total number of places | 98 |
| Number of children on roll | 105 |
| Name of registered person | Busy Bees Day Nurseries (Trading) Limited |
| Registered person unique reference number | RP900805 |
| Date of previous inspection | 16 December 2013 |
| Telephone number | 01737 249109 |

Busy Bees Day Nursery registered in January 2002 and is part of the Busy Bees Day Nurseries (Trading) Limited. The setting is open Monday to Friday from 7am to 6pm all year round. The nursery is located in Reigate, Surrey and is in receipt of funding for the provision of free early education to children aged two, three and four years. A team of 34 staff works with the children. Of these, 16 staff hold relevant early years qualifications.

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