

# Busy Bees Day Nursery at Manchester Fallowfield

26a Wilbraham Road, MANCHESTER, M14 6JU



<b>Inspection date</b>	27 October 2016
Previous inspection date	19 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 newly appointed manager is supported by a very experienced and dedicated leadership team. All senior staff are extremely knowledgeable and have a shared vision and commitment to making continued improvements. Self-evaluation includes well-defined action plans that take account of the views of staff, parents and children.
- Highly qualified staff use their knowledge, skills and experience well to provide interesting and stimulating activities that enthuse and excite children. Overall, they plan to support children's development well and children make good progress.
- The key-person system is effective. All children demonstrate that they feel happy, safe and secure. Staff gather meaningful information from parents during flexible settling-in sessions. This helps to ease children in to the nursery.
- Partnership working with outside agencies is a key strength. Staff value suggestions and implement effective strategies identified by external professionals. This contributes towards consistency in meeting the care and learning needs for children who have special educational needs and disabilities.

### It is not yet outstanding because:

- Staff occasionally miss opportunities to extend older children's thinking and challenge them even further, in order to help them make the best possible progress in their learning and development.
- Children who speak English as an additional language are not provided with consistent opportunities to use and hear their home language, in order to help further support their speaking and listening skills.

## What the setting needs to do to improve further

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

- provide more opportunities for older children to develop their critical-thinking skills
- strengthen opportunities for children who speak English as an additional language to use and hear their home language.

### 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 held a meeting with the manager, the regional director, the childcare adviser and a buddy manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She also looked at policies and procedures, risk assessments and self-evaluation, and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

Staff use effective ways to gather information about children's learning at home. Parents contribute to initial assessments and staff keep them updated with children's progress. The arrangements for safeguarding are effective. Staff are extremely confident in the local authority procedures for keeping children safe. They are well trained and know what to do if they have concerns about the welfare of a child. Established policies and procedures are embedded and are regularly reviewed to keep up to date with policy and practice. Leaders are fully committed to developing the skills of the staff team. Staff benefit from regular training and good quality supervision to monitor their practice. This helps them to meet children's needs and supports the professional development of staff.

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

Staff provide an array of exciting toys and equipment indoors and outside that motivates children to play and explore. Older children have good opportunities to explore their senses. They delight in feeling the consistency of pumpkins and oranges. They concentrate and persevere as they scoop out the pulp and smell and squeeze it. Staff follow two-year-old children's interest in dinosaurs and use the opportunity to introduce books about them. This helps to promote children's literacy skills. Staff provide opportunities for children to make dinosaur prints in paint. They extend this further and help to support children's creativity and imagination by taking the toy dinosaurs outside to crunch in leaves, cornflour and water. Older children help to make pizzas and confidently choose from assorted toppings. They delight in trying the ingredients and confidently use descriptive language as they talk about how it tastes and feels.

### Personal development, behaviour and welfare are good

Caring and friendly staff are highly responsive to children's individual needs. They act as positive role models and have high expectations of all children. Staff offer regular praise and encouragement. This contributes towards children's excellent behaviour. Children's physical well-being is given high priority. The nursery chef prepares wholesome and well-balanced meals which take account of children's specific dietary requirements. Staff promote positive hygiene practices. They engage children in purposeful discussions about healthy foods as they self-serve during social mealtimes. Children have regular access to the stimulating outdoor areas. Babies develop good physical skills. They learn to balance along small bridges and especially enjoy throwing, and walking through, the fallen leaves.

### Outcomes for children are good

All children display good levels of independence and are confident and inquisitive learners. Babies make many choices and capably lead their own play. All children develop writing skills. They particularly enjoy well-planned activities where they make marks to music and use paint and other interesting textures to form letters. All children, including those in receipt of additional funding, make good progress from their starting capabilities. Older children use mathematical language as they pour water through guttering and consider how much water a container holds. Children acquire good social skills in readiness for their next stages in learning and school.

## Setting details

<b>Unique reference number</b>	500166
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1059598
<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 - 3
<b>Total number of places</b>	84
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Busy Bees Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900809
<b>Date of previous inspection</b>	19 October 2012
<b>Telephone number</b>	0161 248 6816

Busy Bees Day Nursery at Manchester Fallowfield was registered in 1998 and is situated within the grounds of Education First Language College in the Fallowfield area of Manchester. It is one of a number of nurseries run by Busy Bees Limited. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, two hold level 4, and five hold level 3. The nursery opens Monday to Friday from 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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