

# Busy Bees Day Nursery

21 - 23 Portland Street, Lincoln, Lincolnshire, LN5 7JZ



## Inspection date

31 October 2016

Previous inspection date

24 September 2013

<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 staff provide an extensive range of resources and activities that helps to encourage children's natural curiosity to learn.
- Staff engage well with the children. They ask children questions, comment on what the children are doing and demonstrate new skills to help them achieve. All children make good progress in their learning.
- Children form warm and affectionate bonds with the staff that look after them. This is especially evident for the very youngest children in the baby room. All children are happy and settled.
- Managers and staff are positive role models. They teach children to be tolerant and how to treat others with kindness and respect. Children develop good manners and understand the importance of sharing with their friends.
- Staff form effective partnerships with agencies and other professionals. They work closely together to provide consistent care and support for children.
- Partnerships with parents are good. Parents are informed regularly about their children's achievements and receive good guidance to support their learning at home. Parents speak highly of the staff team and comment that they value the care and support their children receive.

### It is not yet outstanding because:

- Children do not have enough opportunities to use and learn about technology.
- Although performance management arrangements are successful in maintaining good standards throughout the nursery, they do not support staff to identify how they can achieve exceptional teaching and help children achieve at the highest level.

## What the setting needs to do to improve further

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

- develop opportunities for children to learn about technology and to further extend their understanding of the world
- strengthen further the performance management of staff to help them achieve outstanding levels of teaching and to continuously challenge children in their learning.

### Inspection activities

- The inspector had a tour of the nursery and outdoor areas with the manager.
- The inspector observed children taking part in a range of activities indoors and outdoors. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation and held a meeting with the manager and deputy manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability, qualifications and training of staff.
- The inspector spoke with staff about their understanding of safeguarding and child protection.
- The inspector discussed the self-evaluation process with the manager.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Managers and staff have a good understanding of the procedures to follow should they have any concerns about a child's welfare. Robust recruitment, induction and vetting procedures are in place to help ensure all staff are suitable to work with children. Risks are identified and minimised effectively so that children can play safely. Staff are encouraged to undertake regular training to maintain their skills. Children's learning is effectively monitored, which helps to identify trends and any children that may require some additional support. The manager and staff have high expectations of maintaining good outcomes for children. They use self-evaluation systems well to help identify strengths and areas for improvement, taking into account the views of parents, staff and children.

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

Children enjoy exploring in the woodland area. They are very curious and investigate the world around them noticing the details of living things. For example, children search for insects in the garden and describe what they looked like. Resources are easily accessible. This encourages children of all ages to make choices and develop their independence skills. Children extend their sensory and imaginative skills as they create and mix potions from water, sand and herbs ready for Halloween. The well-qualified staff team knows children well and has a good understanding of how children learn. Staff carry out ongoing observations and use this information to plan activities that interest and encourage children to learn. Staff support children's communication and language skills well, especially for those that are learning English as an additional language.

### Personal development, behaviour and welfare are good

Staff create an inviting and friendly atmosphere where children and parents feel at ease. Children are happy and settled and seek out staff to play with them. Babies readily cuddle up with staff for comfort when they need it. Staff are sensitive to children's emotional needs and help them to understand the thoughts and feelings of others. Children have plenty of opportunity to play outdoors to develop their physical skills. They enjoy their walks out in the local community, which allows them to enjoy a broad range of outdoor learning experiences. Children enjoy freshly cooked, nutritious meals. Lunchtime is a relaxed and sociable event with children sitting together and helping each other.

### Outcomes for children are good

Children are confident and make good friendships. They communicate effectively and share their ideas. Children's concentration is good. They listen and follow instructions attentively, for example, taking care to hold onto the rail when coming down the stairs. Children develop the necessary skills that they need in preparation for school.

## Setting details

<b>Unique reference number</b>	253689
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1063837
<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, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Anna Patten
<b>Registered person unique reference number</b>	RP511521
<b>Date of previous inspection</b>	24 September 2013
<b>Telephone number</b>	01522 575640

Busy Bees Day Nursery opened in 1994. The nursery opens Monday to Friday from 7.30am until 6pm all year round with the exception of a week at Christmas and all bank holidays. The staff use teaching methods attributed to the HighScope active learning approach to the early years curriculum. The nursery provides funded early education for two-, three- and four-year-old children. There are currently six staff working directly with the children. Two of the staff have qualifications at level 6 and four staff have an appropriate early years qualification at level 3.

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