

# Busy Bears Day Nursery

A 2 Manor House Lane, Preston, Lancashire, PR1 6HL



<b>Inspection date</b>	21 November 2016
Previous inspection date	8 October 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 inspirational management team has high aspirations for children. Managers regularly seek the views of parents, children and staff and use this information to drive improvements.
- The management team supports staff to create a welcoming and varied learning environment that promotes all areas of learning. Children have access to a wide range of high-quality resources that captures their interest, curiosity and independence skills.
- Staff get to know children well. They use regular, comprehensive observations and assessments to accurately plan for what each child needs to learn next. This contributes towards the good progress that all children are making.
- Children arrive with enthusiasm and settle in well. They develop good self-care and independence skills through well-organised routines and activities.

### It is not yet outstanding because:

- The methods used to supervise staff and review the impact of training attended, to help raise the quality of teaching and learning to the next level, are not fully robust.
- The good strategies already in place to provide parents with ideas to help promote learning at home, are not used to maximum effect across the nursery.

## What the setting needs to do to improve further

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

- embed the systems for staff supervision sessions, monitoring teaching and assessing the impact of training, and use these to help raise the quality of teaching and learning to the next level
- build on the methods in place to more consistently provide parents with ideas to promote learning at home.

### 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 nursery manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and provider.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of child protection issues and are confident in their responsibilities in how to help keep children safe. The management team empowers staff to make improvements to the environment to meet children's needs and interests well. Staff establish strong links with other professionals to help provide a consistent approach to children's care and development. Additional funding is used effectively, for example, to invest in resources that help promote children's communication and language skills. Parents praise the friendly and approachable staff and the good progress children are making.

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

Staff use a range of effective strategies to promote children's communication and language skills. They model language well and copy and repeat the words and phrases of younger children. Staff ask older children questions and engage them in meaningful conversations. Children are keen to find out how things work and investigate a range of technological resources. For example, they discover how to control the toy car so that it moves in different directions. Children explore the different sounds they make and are excited to discover how the wind-up water toys operate. Children develop good critical thinking and problem-solving skills and are excited and motivated to learn. All children, including those who have special educational needs or disabilities and children who speak English as an additional language, are making good progress.

### Personal development, behaviour and welfare are good

Staff encourage parents to share information about children's care needs and routines when children first start. This helps staff to get to know children well. Staff value each child's contributions and celebrate their achievements. Children form a close bond and attachment with the staff and develop self-confidence and self-assurance. They enjoy making choices throughout the day and make friends easily. Staff are good role models of behaviour and provide clear and consistent explanations of expectations. Children play cooperatively together and behave well. They develop a growing understanding of how to keep themselves safe and healthy. Children have fun taking part in the range of energetic activities and gain confidence in their own abilities. Their emotional and physical needs are met well throughout the day.

### Outcomes for children are good

All children show sustained levels of involvement and engagement as they enjoy the range of interesting and fun experiences. They are inquisitive, keen to play and explore and have an eager disposition towards learning. Children develop persistence and keep on trying as they experiment and investigate. All children are developing the skills they need to be ready for school.

## Setting details

<b>Unique reference number</b>	309377
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1063967
<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>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Netstar 9 Ltd
<b>Registered person unique reference number</b>	RP521535
<b>Date of previous inspection</b>	8 October 2013
<b>Telephone number</b>	01772 795286

Busy Bears Day Nursery was registered in 2001. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications to at least level 3, including one member of staff with early years professional status, two hold qualifications at level 6 and two hold qualifications at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children who have special educational needs and disabilities.

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