

# Busy Bees Day Nursery at Maidstone Toad Hall



83 St. Lukes Road, Maidstone, Kent, ME14 5AS

<b>Inspection date</b>	9 January 2017
Previous inspection date	11 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

- Leaders and staff have successfully addressed the recommendations set at the last inspection. Staff have access to a wealth of resources that help them to plan and provide interesting activities that support development in mathematics and literacy.
- Parents are fully informed of their children's learning and they share 'wow' moments from home with key persons. Staff give parents ideas and offer resources to help them extend children's learning at home. For example, they make suggestions on how parents can develop opportunities for counting when out shopping.
- Children settle exceptionally well and move through the setting with ease and success. They form strong relationships with kind and caring staff who work closely with parents to meet their children's needs.
- Staff have a good understanding of how children learn. They plan activities that they know children will enjoy and that will challenge them. All children make good progress in preparation for the next stage in their learning and school.

### It is not yet outstanding because:

- Staff do not make the most of opportunities that arise in children's play to help them think about and solve problems for themselves.
- Children are not consistently helped to learn how to take care of their environment and minimise possible hazards.

## **What the setting needs to do to improve further**

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

- develop further staff's use of techniques to help children think problems through and respond independently
- build on opportunities to help children to learn further about the importance of caring for their environment.

### **Inspection activities**

- The inspector held discussions with the manager in relation to observations of children's play, learning and progress.
- The inspector observed activities indoors and outdoors.
- The inspector had discussions with staff and children.
- The inspector took into account the views of parents.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.

**Inspector**  
Karen Scott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their role in safeguarding and protecting children. They participate in regular safeguarding training and have an up-to-date knowledge of current legislation. Staff are keen to develop their practice. For example, they visit other settings to observe good practice and attend training which they share with each other. This has a positive impact on children's outcomes. Leaders regularly monitor and track children's progress. Any gaps in children's learning are identified and narrowed. Staff evaluate the setting and make improvement plans. For example, changes in the layout of the setting have helped to improve the opportunities for pre-school children to make choices about where they play.

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

Staff support children's learning and development well. They use information from parents, observations and assessments to help them plan for next steps in children's learning. For example, toddlers enjoyed a number, colour and shape hunt. This reflected the developmental needs of several children as well as their enjoyment of physical and discovery activities. Babies are encouraged to explore different textures using their feet and enjoy bouncing. Children count as they play. Staff are skilled at starting the process, for example, as children go up the slide steps, which encourages them to continue independently. The use of hand signs and pictures successfully helps children to communicate. When children attend other settings, information is shared to support development.

### Personal development, behaviour and welfare are good

Children feel safe and secure at the setting. They smile, giggle and sing happily as they play. Friendships are strong and children are keen to play with others. They think of others and are praised for being helpful. For example, children push others in cars so that they can enjoy the experience. Children keenly attempt difficult tasks. They listen to and follow the advice of adults and are supported to play safely. For example, staff advise children how to use scissors correctly and praise them for putting their feet out in front when they come down slides. Children particularly enjoy looking at photograph books with staff and each other, sharing in each other's families and interests.

### Outcomes for children are good

All children enjoy learning and develop strong skills that prepare them well for school, including those who have special educational needs and those who are learning English as an additional language. They enthusiastically join in with activities and contribute with confidence and interest. Children are given time to explore and decide for themselves when they are ready to join in with activities.

## Setting details

<b>Unique reference number</b>	127720
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061336
<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>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Just Learning Ltd
<b>Registered person unique reference number</b>	RP900810
<b>Date of previous inspection</b>	11 October 2013
<b>Telephone number</b>	01622 755040

Busy Bees Day Nursery at Maidstone Toad Hall re-registered in 2012 under new ownership. It is one of 213 nurseries owned by Busy Bees. The nursery operates from the ground floor and lower ground floor of a large house in Maidstone, Kent. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are nine members of staff who work with the children, of whom seven hold recognised early years qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

