

Busy Bees Day Nursery

Rose Hill, Moresby, Whitehaven, Cumbria, CA28 6SF



Inspection date	1 December 2016
Previous inspection date	14 December 2012

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 long-standing and well-qualified staff team works well together to meet the needs of the children. Reflective practice is well embedded and staff are actively involved in monitoring all areas of practice. The manager is committed and ambitious for the success of the nursery. Areas for improvements are quickly addressed, demonstrating the nursery's capacity to maintain ongoing improvements.
- Children are happy and enjoy their time at nursery. The well established key-person systems help children form secure attachments, promoting their well-being and confidence to explore and learn. Children make good progress in their learning.
- Staff form effective partnerships with agencies and other professionals. They work closely together to provide consistent care and support for children. This is particularly evident for those children who have special educational needs. Advice received is threaded effectively into planning and ensures children receive a consistent approach from all adults working with them.

It is not yet outstanding because:

- The arrangements for the supervision of staff, particularly performance management, are not sufficiently rigorous. These processes do not yet provide the manager with incisive evaluation that informs a focused programme of professional development to drive forward the quality of teaching to an even higher level.
- Staff do not always gather a wide range of detailed information from parents when children first attend with regard to their developmental progress at home, in order to inform early assessments.
- Children have fewer opportunities to explore the world around them and engage in exploratory based play, particularly when they are learning outdoors.

What the setting needs to do to improve further

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

- build on current arrangements for staff supervision to inform a more in-depth programme of performance management that leads to targeted professional development and raises teaching to an even higher level
- enhance partnerships with parents and promote more direct information sharing to provide even greater detail of children's developmental stages when they first attend
- enhance the educational programme for understanding the world and create even more opportunities for children explore the world around them, particularly during outdoor learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the provider and manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector discussed self-evaluation and looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a firm awareness of how to keep children safe from harm and ensure their welfare. Staff receive regular training to support them in their role. Children are very well supervised and a range of policies, procedures and records is in place to further safeguard children. For example, nappy changing procedures are strictly followed and logs of all accidents, incidents and complaints are kept. The manager monitors children's progress to help her understand their progress over time. This helps to ensure emerging gaps in learning are swiftly identified and addressed. Parents are very complimentary about the nursery and staff team. Staff share with parents information regarding children's progress and support them in continuing learning at home.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's progress and use their good knowledge of what children need to learn next to inform planning. The high ratio of staff enables staff to engage well with children and ensure they are provided with positive levels of interaction. Older children enjoy exploring with construction bricks. Staff join in sensitively with children's play ideas. They ask questions and model the thinking process well, effectively supporting children's thinking and communication skills. Babies and young children show a strong exploratory impulse. They confidently explore the environment, using their emerging physical skills to crawl and pull themselves up. They delight in making sounds by banging two tin pots together and show how they are learning as they use other items to make further sounds.

Personal development, behaviour and welfare are good

The atmosphere within the nursery is warm and nurturing. Staff are attentive to children's needs, firmly supporting their emotional and physical well-being. The settling-in procedures are entirely tailored to children's needs and good support is in place for parents when first leaving their children. Children behave particularly well and follow the routine of the day. Staff actively encourage children to play alongside one another and to think of ways to approach problems. For example, they consult children on the best way to share resources. Children develop wonderful friendships and play cooperatively with both their older and younger peers. Children practise their physical skills and develop a good understanding of managing risk as they explore the wide range of climbing and large play equipment. Children enjoy a healthy snack and lunch menu and have daily access to the outdoors, where they can enjoy fresh air and exercise.

Outcomes for children are good

All children make good progress, including funded children and those who have special educational needs. Older children become confident communicators and use a wide vocabulary. Younger children quickly develop confidence to explore their environment and ideas for play. Children celebrate each other's differences as they develop an understanding of diversity beyond their own family. Children learn the skills they need for their future learning and in readiness for school.

Setting details

Unique reference number	317368
Local authority	Cumbria
Inspection number	1059565
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	19
Number of children on roll	52
Name of registered person	Angela Walker
Registered person unique reference number	RP903224
Date of previous inspection	14 December 2012
Telephone number	01946 691 541

Busy Bees Day Nursery has been registered since 2000. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery employs nine members of staff. Eight staff hold an appropriate early years qualifications, including the manager, who has an early years professional status qualification. The nursery provides funded early education for two-year-old children. The nursery supports children who have special educational needs.

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