

Busy Bees Day Nursery at Bedford

Manton Lane, Bedford, Bedfordshire, MK41 7NU



Inspection date	9 March 2017
Previous inspection date	16 April 2013

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

- There is comprehensive self-evaluation in place to support the manager and staff to be reflective in their practice. Areas for development are identified and effectively targeted to help maintain the ongoing good quality of the nursery. Staff welcome parents' suggestions and include them in the decision-making process where appropriate.
- Children's development of literacy skills is strong. Older children become confident in drawing, making marks on paper and starting to write letters. Staff promote their understanding of reading and children become excited by familiar characters as they act out stories using their imagination. Babies delight in the sensation of painting their bodies as well as paper.
- Staff use group activities, such as making birthday cakes out of dough for teddy bears, to support children's social skills well. They take turns as children cut up the imaginary cake and serve it to the rest of the group. Each child waits patiently for their turn.

It is not yet outstanding because:

- At times, staff do not always build on children's mathematical learning when opportunities naturally arise while young children play.
- Staff working with the younger children are sometimes over enthusiastic in their support. They do not consistently provide more opportunities for children to explore and find solutions to problems they encounter in their play.

What the setting needs to do to improve further

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

- make use of every opportunity to introduce mathematical learning into everyday play and spontaneous activities
- enhance the quality of teaching for children aged between two and three years so that they are able to more effectively build on what they already know and can do.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the manager.
- The lead inspector held a meeting with the manager and senior staff from the childcare team. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small number of parents during the inspection and read through feedback written by parents. The inspectors took account of their views. Both inspectors spoke to children throughout the inspection.

Inspector

Hayley Marshall-Gowen and Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding children are effective. The staff possess a good knowledge of how to help protect children. They work closely with the Local Safeguarding Children Board. Staff and managers undertake regular child protection training to maintain their good awareness. All staff are aware of the signs and symptoms that might cause them concern for children's welfare. There are strict security measures in place to ensure those who enter the nursery are safe to do so. Secure recruitment and induction procedures are in place to assess staff's suitability. From the beginning, staff receive close supervision and support in their role. They undertake professional development to enhance their knowledge and skills.

Quality of teaching, learning and assessment is good

Staff know children well and use their observations and assessments to plan their next steps in learning. Staff observe what children's current interests are. They plan future activities that encompass these themes. Staff know how to support children who speak English as an additional language. They use techniques, such as photograph cards and hand gestures, to help children to communicate effectively. Staff's use of home-learning books help to encourage parents to be actively involved in their children's learning. Staff use this information to support children's progress effectively. All children enjoy learning outdoors. Older children delight in mixing water and sand together. They talk about their ideas, such as making sea salt and finding shells as they play. Babies and young children enjoy going out in their pushchairs to explore the local area.

Personal development, behaviour and welfare are good

Older children gain a good sense of how to interact and get along with others. They play together well as part of a group, taking turns and sharing resources. Younger children show their developing ability to understand the needs of others, such as when they pass tissues to other children, and smile and make eye contact when they are enjoying activities. Children form close attachments to their key people. Each key person knows their individual group of children well. Staff prepare older children well for starting school. They practise getting changed into their sports kit and learn about the sound of the letter of the week. This helps them to start to develop the skills they need as they prepare to move on in their learning. Children eat a range of healthy snacks and meals. Staff remind the children about ways to maintain good hygiene and keep themselves healthy.

Outcomes for children are good

Older children are highly competent in recognising letters and can type out their name on a keyboard. Children are eager to show adults their ability to count up to ten and do so rapidly. They smile broadly and laugh out loud at the praise they receive. Younger children are confident and content at the nursery. Children develop strong communication and language skills. All children make good progress from their initial starting points, including children who speak English as an additional language and children who have special educational needs.

Setting details

Unique reference number	EY236804
Local authority	Bedford Borough
Inspection number	1064350
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	110
Name of registered person	Busy Bees Day Nurseries Limited
Registered person unique reference number	RP900809
Date of previous inspection	16 April 2013
Telephone number	01234 216768

Busy Bees Day Nursery at Bedford was registered in 2002. The nursery employs 25 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

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