

# Busy Bees Day Nursery at Rainham

Solomon Road, Rainham, Gillingham, Kent, ME8 8EB



<b>Inspection date</b>	26 July 2017
Previous inspection date	18 September 2014

<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 dedicated staff work closely with parents and carers to help ensure they develop a clear understanding of each child's individual needs. This helps to support them in planning for children's future learning and development.
- Staff help children to learn about the importance of a healthy diet. They provide children with nutritious meals and meet any dietary requirements.
- Children are able to easily access a wide variety of toys to make informed choices in their play. Staff rotate resources regularly to provide new experiences and stimulate children's curiosity. Babies and children make good progress.
- The manager has a good understanding of her role in protecting children from harm. She is fully aware of what to do should she have any concerns about children's safety and welfare.
- Staff use successful strategies to help support babies and children, and their families, with the move between rooms and on to school.

### It is not yet outstanding because:

- Staff do not consistently provide children with a high level of challenge to build on their thinking skills.
- Staff do not make the best use of opportunities to develop children's interest in mathematical ideas, in particular the relationship between numbers and quantity.

## What the setting needs to do to improve further

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

- extend support and guidance to all staff to improve their skills at developing and challenging children's thinking skills even more
- make the most of opportunities to develop children's interest in mathematics to extend their learning.

### Inspection activities

- The inspector checked the manager's and staff's understanding of safeguarding and how to keep children safe.
- The inspector observed staff's interactions with the children and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including the children's learning and development files, staff training records, and safeguarding and whistle-blowing policies and procedures.
- The inspector spoke to parents and read emails from parents to gain their views on the service they receive.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has appointed a new manager and is working closely with them to bring about positive changes that benefit children and their families. The manager follows thorough induction procedures to help new staff and those taking on new roles, to ensure they are fully supported. Staff have regular training opportunities and one-to-one support meetings to help develop their practice. For example, some staff have completed specific training to help support children's language development. The manager makes good use of self-evaluation to identify strengths and areas for improvement within the nursery. Safeguarding is effective. The manager deploys staff efficiently throughout the day to maintain children's welfare and support their emotional well-being. Staff constantly risk assess the environment to minimise any hazards and maintain children's safety at all times. The manager monitors and tracks children's development and progress to help identify any gaps in learning for staff to focus on. Good use is made of additional funding to improve outcomes for all children. For example, the manager purchased additional dressing-up resources to support imaginative play. The manager has close links with other early years professionals to help to provide a continuity of care and learning.

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

Staff make effective use of observations and assessments to help them plan for children's next steps in learning and follow children's interests and ideas. For example, young children enjoy bathing the dolls before deciding to move on to cleaning the tricycles in the garden. Older children have good opportunities to develop an interest in their community. For instance, they go on walks and have visits from people who help them, such as police officers, to help them begin to understand the world around them.

### Personal development, behaviour and welfare are good

Children and babies enjoy playing in the outside area. Staff provide them with plenty of space to move around, which helps support their physical development. For instance, babies enjoy pulling themselves up to standing in preparation for walking, while older children develop their muscles as they push the pedals on bicycles. Staff offer children a good range of opportunities to help them learn to value and respect the differences and similarities between themselves and other people.

### Outcomes for children are good

Children make good progress in relation to their starting points. Their behaviour is appropriate to their age. For example, children are polite and kind to their friends as they pass the jug of water around the table at lunchtime. They are active learners who have many opportunities to explore making marks, such as using tools to make patterns in cornflour. Older children enjoy using pens and paper to 'write recipes' in the mud kitchen. This helps encourage them to practise their early writing skills and develop their interest in literacy. Children are well prepared for their future learning, including the eventual move to school.

## Setting details

<b>Unique reference number</b>	103719
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1070050
<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 - 8
<b>Total number of places</b>	77
<b>Number of children on roll</b>	159
<b>Name of registered person</b>	Kinder Nurseries Ltd
<b>Registered person unique reference number</b>	RP900817
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	01634 362221

Busy Bees Day Nursery at Rainham registered in 1997 and is one of a large group of nurseries run by Kinder Nurseries Ltd. It is located in an independent school in Rainham, near Gillingham, Kent. The nursery is open each weekday from 7am to 6pm, for most of the year. It also runs an after-school club and a holiday club for children who attend the school. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 26 staff. Of these, 19 hold relevant early years qualifications from level 2 to level 6, and the manager has qualified teacher status.

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 2017

