

# Busy Bees Day Nursery at East Malling

Beech Road, East Malling, West Malling, Kent, ME19 6DY



<b>Inspection date</b>	10 August 2017
Previous inspection date	26 June 2015

<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 manager reflects well on the provision. She has met the recommendations set at the last inspection to maintain good-quality provision. She uses feedback from staff and parents to continually improve the quality of service for children and their families.
- Leaders provide good professional development opportunities and support to help staff continually improve their teaching skills. Staff work cohesively as a team to meet children's care and learning needs.
- Staff are good role models who encourage children to behave well, and to share and take turns. They have used behaviour management training well to help improve children's learning experiences. Children learn to play well together.
- Overall, staff provide children with a good range of exciting activities and learning experiences that meets their individual learning needs. Staff observe and assess children's learning well to help them all make equally good progress from their unique starting points.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to encourage children, particularly the older ones, to explore technology and learn about how it is used for different purposes.
- Sometimes, staff do not maintain children's interest during some activities to better encourage their understanding and participation, and to help them learn new skills.

## What the setting needs to do to improve further

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

- encourage children, particularly older children, to further explore technology and learn about how they can use it for different purposes
- find ways to maintain children's interest more during their everyday activities, to help them learn at a higher level.

### Inspection activities

- The inspector toured the areas of the premises used by children.
- The inspector spoke to children and parents to gain their views about the setting.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector sampled records and documents, including policies and children's learning information.
- The inspector held discussions with staff and the manager about how they meet children's care and learning needs.

### Inspector

Stephanie Graves

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have an up-to-date understanding of child protection matters and know how to escalate any concerns about children's welfare. They use risk assessment effectively to ensure the premises are safe and secure. They meet staffing ratios and deploy staff well, including outside, to supervise children. Staff follow accident procedures and keep the required records. The manager and deputy manager work well to monitor the effectiveness of teaching and the progress of individual and groups of children. They use what they learn to quickly identify and close any gaps in children's development. They work particularly well with parents and professionals from other organisations and schools to effectively meet children's care and learning needs. Parents praise staff for the care and support they provide for them and their children.

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

Staff encourage children to test out their ideas and discover why things happen. For example, they used language well to encourage children to work out how they could melt large ice blocks in water. The children showed great concentration as they talked about why the ice blocks would not break as they experimented with scissors, their warm hands and warm water. Activities, such as these, help children to develop curiosity and to solve problems. Younger children enjoyed their experiences as staff joined in with their play, for example, as they talked about sea creatures during water play. Staff know when to intervene and when to allow babies to develop confidence in their physical skills, for instance, as babies carefully negotiate steps and explore different resources.

### Personal development, behaviour and welfare are good

Staff implement the key-person system well and help all children to develop good levels of emotional well-being and feel that they belong. They work very hard with parents to learn about children's needs and interests, so that they can meet these well. Staff help children to become confident, motivated and independent learners. Even very young children try hard to put on their shoes and fasten them, and babies attempt to wipe their noses. Staff encourage children to learn about the differences between themselves and others, to help them learn about diversity. Older children show kindness to others, for example, as they move places at the lunch table to allow friends to sit together. Staff help children to quickly resolve any disputes. They offer good support and continuity of care to help children cope emotionally with their moves to new rooms or to school.

### Outcomes for children are good

All children, including those with starting points lower than those typical for their ages, make good progress in readiness for their future learning. Some of the older children confidently share what they like about the nursery, including drawing and playing on the balancing bicycles. Others recognise unfamiliar words and write recognisable words to describe their creations. Younger children enjoy exploring the noises they can make with musical instruments. Babies explore puzzles and manipulate dough as part of strengthening their hand and finger movements, and enjoy joining in with action songs.

## Setting details

<b>Unique reference number</b>	127301
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089340
<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 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Kinder Nurseries Ltd
<b>Registered person unique reference number</b>	RP900817
<b>Date of previous inspection</b>	26 June 2015
<b>Telephone number</b>	01732 871300

Busy Bees Day Nursery at East Malling originally registered in 1990 and changed ownership in 2014. It is now owned by Busy Bees Nurseries Limited. It operates within the Malling School in East Malling, near Maidstone, Kent. The nursery is open each weekday from 8am to 6pm, all year round, with the exception of public holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 21 members of staff. Of these, 12 staff hold qualifications at level 3 or above.

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