

Busy Bees Day Nursery at Nottingham University

University Park, off Beeston Lane, Sports Centre Drive, Nottingham, NG7 2RD



Inspection date	18 July 2017
Previous inspection date	29 October 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

- Leaders are knowledgeable, strong and ambitious. For example, they have swiftly made improvements in the short time following the recruitment of the new manager.
- An effective key-person system and settling-in process helps babies to develop secure attachments to practitioners and quickly feel safe in their new surroundings.
- Practitioners deploy themselves well throughout the nursery, playing alongside children and enhancing their learning skilfully overall. Children make good progress and develop a secure foundation for their future learning.
- Practitioners work very well with parents and use different ways to communicate and share information about children's achievements. For example, upon collection, at parents evenings and through an online learning system.
- Thorough recruitment and vetting procedures are in place to ensure that practitioners are suitable to work with children. The ongoing suitability of practitioners is checked regularly. The premises are secure and safe for children.

It is not yet outstanding because:

- The monitoring of practitioner's practice is not yet precisely focused on supporting them to develop the quality of teaching to the highest possible level.
- On occasions, the organisation of the daily routines throughout the nursery interrupts children's concentration and play.

What the setting needs to do to improve further

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

- focus more precisely on the methods used to monitor staff's performance so that teaching is consistently of a high quality
- minimise unnecessary interruptions in the daily routine to enable children to gain the most from their chosen play.

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 inspectors spoke with practitioners and children during the inspection.
- The inspectors completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and deputy manager. They looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Susan Riley / Anna Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners have a thorough understanding of the safeguarding procedures. They know how to act promptly should they have a concern about the welfare of a child. Risk assessments are regularly carried out by practitioners. They are evaluated and actions are implemented to make sure children are safe in their care. The manager evaluates the provision accurately. She gathers feedback from practitioners and parents. The findings are used to make plans to further improve the setting. The manager monitors and analyses children's progress records well to ensure that all areas of learning receive good focus. Parents speak very highly of the nursery.

Quality of teaching, learning and assessment is good

Practitioners have a wide range of qualifications and experience. They understand how children develop and use this knowledge to plan effectively for what children need to learn next. Children are provided with high-quality resources to promote their developing skills and respond well to positive interactions from practitioners. Babies enjoy playing 'peek-a-boo' with the practitioners. The toddler children relish the activity of ice cube painting as they begin to learn about colour mixing. Pre-school children are very engaged as they play with the water wall. They also practise and persevere as they learn to use the hula hoops. The older children take part in a 'wake and shake' session to help them be physically active. Older children enjoy books and listening to stories. Children develop their awareness of different cultures and lifestyles as, for example, they learn about different festivals. Older children articulate their needs well and enjoy recreating familiar experiences in their role-play games.

Personal development, behaviour and welfare are good

Children enjoy playing with a wide selection of good quality toys and resources. Practitioners regularly monitor the learning environment and make effective changes to appeal to the interests of children. This contributes towards children being able to confidently make choices and play independently. Children's individual care needs are well supported. Babies rest according to their needs and receive lots of individual care and attention. Children enjoy healthy, balanced meals each day and try food from different countries. They are physically active each day and benefit from plenty of fresh air and exercise. Those children who speak English as an additional language develop in confidence, knowing that they have a trusted adult to support them. They readily seek practitioners out when they need support or reassurance and practitioners respond well to their needs. Practitioners promote positive values and teach children to behave well.

Outcomes for children are good

All children make good progress from their starting points. Additional funding is used well to support those children who need help to catch up with their peers. Children communicate well and are enthusiastic and inquisitive learners. They learn practical skills, such as tidying away and washing their hands.

Setting details

Unique reference number	EY422553
Local authority	Nottingham City
Inspection number	1065650
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	96
Number of children on roll	98
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	29 October 2013
Telephone number	01159229117

Busy Bees Day Nursery at Nottingham University registered in 2001. The nursery employs 20 practitioners. Of these, one holds a qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 4, nine hold qualifications at level 3 and six hold qualifications at level 2 and two are unqualified. The nursery opens Monday to Friday all year round, apart from main bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who have special educational needs and/or disabilities and children who speak English as an additional language.

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