

Busy Bees Day Nursery at Lightwater



Carlton House, 63-65 MacDonald Road, Lightwater, Surrey, GU18 5XY

Inspection date	30 November 2017
Previous inspection date	23 September 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers listen to parents' comments and constantly review how to improve and maintain the smooth running of the nursery. For example, closer monitoring of staff deployment is in place to better manage the busy breakfast session and morning handovers with parents.
- The company uses well-established recruitment procedures, induction training and ongoing professional development to help ensure it selects safe and suitably high-calibre staff. Children feel very secure and make good relationships with the staff.
- Careful monitoring and review of children's progress help ensure that staff and parents quickly identify and manage any gaps, delays and particular strengths in children's development.
- Children's physical well-being is given a high priority. For instance, extensive access to the vibrant and exciting outdoor areas provides an abundance of challenging experiences suitable for children in each age group.
- Staff actively encourage children to voice their opinions and make decisions. Children quickly recognise that their views are sought and valued. Parents say their children learn extremely good manners and politely share their views when they are at home.

It is not yet outstanding because:

- Staff do not consistently give babies and toddlers the time they need to listen, think about and try to join in during the day, such as with familiar songs and rhymes.

What the setting needs to do to improve further

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

- broaden staff's understanding of how babies learn to listen and speak so they can extend their emerging communication skills to other activities.

Inspection activities

- The inspector observed children of all ages as they played indoors and outdoors.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the managers.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff qualifications and training contributed to raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Managers carefully train, coach and guide staff to follow the high standards of care, safety and welfare detailed in the company's policies and procedures. For instance, they notify appropriate authorities of any serious illness or concern on the premises and share new guidance with parents. Managers are quick to review health and hygiene procedures in relation to established risk assessments. For example, they routinely check that staff follow procedures to minimise the spread of infections, administer medicines and keep children safe in hot weather. Safeguarding is effective. The managers check staff's knowledge of child protection issues and are quick to add further guidance and coaching to help ensure all staff know how to protect children in different situations.

Quality of teaching, learning and assessment is good

All the staff know the children in their care very well. They observe children's achievements closely and develop effective partnerships with parents to help children quickly develop the next steps in their learning. Accurate monitoring of staff's practice and room improvements clearly illustrate how effectively staff are beginning to raise outcomes for children. For example, two-year-old children benefit significantly from play designed to develop mathematical concepts, such as capacity. Other activities deepen their understanding of different families and communities. The success of the early years teacher in leading improvements in the pre-school room also links closely with higher levels of progress for the children preparing to go to school.

Personal development, behaviour and welfare are outstanding

Babies and toddlers settle extremely quickly and happily in the care of perceptive and highly responsive staff. They thoroughly enjoy exploring the excellent play areas, indoors and outdoors. Older children gain an exemplary understanding of emergency response procedures. For example, they know when to call 999, and how to safely roll a patient into the recovery position by reaching for their furthest leg and pulling. Inspirational staff sensitively build on children's curiosity to explore first-aid boxes from the role-play area and help them practise using slings and bandages. Children gain the confidence to manage challenging situations calmly. Staff refer children to posters of skeletons and muscles. Children think deeply about keeping their bodies healthy and fit.

Outcomes for children are good

All children make good progress in their learning. Children who need more help to catch up with their age group in specific areas promptly receive it. Children are well prepared for their move to new teaching rooms and to school. They have the social and educational foundation skills they need to help them thrive in new situations. Older children eagerly investigate new concepts while practising useful life skills. For example, they manipulate large syringes to measure precise amounts of liquids. They use different tools to build the arm, hand and finger muscles they need for skills, such as writing.

Setting details

Unique reference number	EY441106
Local authority	Surrey
Inspection number	1062556
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	50
Number of children on roll	69
Name of registered person	Major Minors Limited
Registered person unique reference number	RP900820
Date of previous inspection	23 September 2013
Telephone number	01276453595

Busy Bees Day Nursery at Lightwater registered in 2012. It operates from premises in Lightwater, Surrey. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It is open each weekday from 7.30am to 6pm, for most of the year. The nursery employs 16 staff, 10 of whom hold appropriate qualifications between level 2 to level 6. The managers hold foundation degrees and the pre-school room leader holds early years teacher status. The nursery also employs a chef and an administrator.

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