

Busy Bees Day Nursery at Lewisham

62 Loampit Hill, London, SE13 7SX



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| Inspection date | 5 December 2017 |
| Previous inspection date | 29 May 2014 |

| 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 manager has very good systems to effectively monitor and evaluate the provision. She sets high standards and works well with her team to address identified priorities in a timely way. She successfully makes continual improvements, which have helped her and the staff promote good outcomes for children.
- Staff know children extremely well and work highly successfully with parents to provide consistent learning and exceptional care. The key-person system is highly effective. Children settle quickly into nursery life and staff are attentive to their changing needs.
- Staff receive good support to improve their teaching practice. Management encourages staff's ongoing professional development. For example, it encourages staff to share what they learn on training and gets experienced staff to mentor newer ones.
- Staff provide regular opportunities for babies to explore materials, maintain their curiosity and engage in interesting activities, such as rolling wooden balls down cardboard tubes.
- Parents speak highly of the service provided. They value the way staff share information and involve them in their children's learning.

It is not yet outstanding because:

- Staff do not provide children with consistent opportunities to use their critical-thinking skills and work things out for themselves.
- Staff do not make the most of opportunities for children to increase their awareness of the different languages they and their friends speak at home, to help value these and to support their communication and language skills even further.

What the setting needs to do to improve further

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

- extend the opportunities available for children to use their critical-thinking skills and to solve problems
- increase opportunities for children to use their home languages and for other children to develop their awareness of the languages their friends also speak at home.

Inspection activities

- The inspector reviewed documents, including children's learning records, documentation for staff and information shared with parents.
- The inspector jointly observed and discussed a children's activity with the manager.
- The inspector assessed the quality of interactions between staff and children, and the impact of these on children's learning.
- Discussions were held with staff at appropriate times.
- The inspector sought the views of parents during the inspection visit.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The management team has worked hard to develop high standards of staff practice and provision and these are still embedding. The team includes the views of staff and parents to help maintain these. For example, feedback from the parents' forum is included in action plans, and these are regularly reviewed. Very good systems are used for the safe recruitment and induction of new staff. Safeguarding is effective. Staff are aware of the potential safeguarding risks posed to children and know how to correctly report concerns for their welfare. The manager and special educational needs coordinator work very well with other agencies to gain targeted support for children and their families. The manager closely monitors the learning of individual and different groups of children, and potential gaps in learning are swiftly identified and promptly addressed.

Quality of teaching, learning and assessment is good

Staff use information they gather from parents at the start well to plan activities to meet children's needs and interests. Staff help children to develop good literacy skills. For example, they encourage pre-school children to have fun as they write and make marks. Staff support children to learn how to care for living things in a practical way, such as growing vegetables to eat. There are very effective partnerships with parents. Staff work with parents to seek support for children who are not progressing as expected. Accurate assessments of children's learning are shared with other professionals to support continuity of learning. Staff establish a good two-way flow of information. They share children's achievements in the home books and encourage parents' contributions.

Personal development, behaviour and welfare are outstanding

Staff use highly effective strategies to support children's social and emotional well-being. They gather an excellent range of information to assist them in settling in new children. The key-person works exceptionally closely with parents and other professionals to help ensure that this process goes as smoothly as possible for both the children and parents. The system to support children's move up through the nursery is exceptional. Visits and in-depth discussions help prepare the children and parents for the move. Staff skilfully help children understand each other's needs and children quickly accept that some of their friends may need extra help. Staff consistently encourage children's independence skills and give them opportunities to do things for themselves. For example, children help to serve food to their friends and scrape their plates after they have eaten.

Outcomes for children are good

All children are very well prepared for their next stages in learning and for their move on to school. Pre-school children learn about the effects of exercise on their bodies. For example, they listen to their rapid heartbeats and ask for water to cool down. Babies begin to develop mathematical skills as they attempt to fit wooden balls into different sized tubes. Toddlers enjoy manipulating dough and this helps develop the hand muscles needed for their early writing skills. Children who receive additional support with their learning engage for extended periods in activities that interest them.

Setting details

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| Unique reference number | EY473394 |
| Local authority | Lewisham |
| Inspection number | 1069978 |
| 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 | 66 |
| Number of children on roll | 50 |
| Name of registered person | Kinder Nurseries Ltd |
| Registered person unique reference number | RP900817 |
| Date of previous inspection | 29 May 2014 |
| Telephone number | 02032 473088 |

Busy Bees Day Nursery at Lewisham registered in 2013. It is located in Lewisham, in the London Borough of Lewisham. It is part of a large chain of nurseries owned by Busy Bees Day Nurseries Ltd. The nursery is open from 8am, with optional, pre-bookable 7:30am starts, for 52 weeks a year and closed on Bank Holidays only. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff, including a chef and an administrator, who hold appropriate qualifications. Of these, one holds a qualification at level 6, one at level 4, seven at level 3 and two at level 2. The nursery also employs a cook and an administrator.

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