

Busy Bees Day Nursery at Weymouth



1 Cumberland Drive, Granby Industrial Estate, Weymouth, Dorset, DT4 9TT

Inspection date	18 December 2017
Previous inspection date	13 April 2015

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

- The management team monitors children's development well to ensure they receive any additional support to catch up. The team uses its accurate self-evaluation and staff supervisions effectively to identify areas for development and to target staff training. Staff provide consistently good-quality teaching and continue to improve.
- Staff plan a stimulating environment throughout the nursery. Children make independent choices and explore the good-quality resources and activities to extend their curiosity and problem-solving skills. For example, toddlers discovered that they could melt ice using warm water and used the water to develop their early writing skills.
- Each key person works well with parents to know children's individual care and learning needs. They meet children's emotional and physical needs really well. Staff have caring interactions with children and provide strong role models to support them effectively in having positive relationships.
- The good partnership with parents ensures staff share important information to get to know children's starting points. Staff plan effectively as soon as children start, having a clear understanding of where children may need additional support. All children make good progress in their learning and development.

It is not yet outstanding because:

- Some staff are loud when talking to young children, occasionally causing others to get distracted from their activity and not concentrate fully.
- Staff do not consistently challenge older children in developing their understanding of size and shape.

What the setting needs to do to improve further

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

- help toddlers to concentrate and not get distracted so they can engage fully in their activities
- extend the pre-school children's understanding of shape and size to develop their mathematical skills further.

Inspection activities

- The inspector observed activities and the quality of teaching in all areas.
- The inspector spoke with staff, children and parents and took account of the setting's self-evaluation.
- The inspector held a meeting with the joint managers and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers have good procedures to protect children's welfare, such as not leaving any staff who have not completed their induction or safety checks unsupervised with children. The managers ensure staff provide children with good supervision in a safe and secure environment, which they comprehensively risk assess following any incidents to ensure they cannot happen again. The managers and staff have a strong knowledge of safeguarding procedures and know how to protect children's welfare. The managers help staff consistently manage children's behaviour. They use creative ways to get children's feedback and ensure their views are valued. For example, they have a committee of pre-school children, which has helped staff to plan more cooking activities. The managers and staff know where children need most support. For instance, they are currently working on motivating boys' literacy skills.

Quality of teaching, learning and assessment is good

Staff use their regular observations to know how to plan well for children's next stages of learning, using their interests to motivate them. Staff use their knowledge from training to support children's language and communication skills really well. They talk with older children, extending their vocabulary and encouraging them to explore their experiences. For instance, they use pictures to prompt pre-school children to discuss ice skating. Staff provide good support for babies' physical skills. For example, babies develop confidence to climb a couple of enclosed steps. Staff extend this by rolling a ball up the ramp to them and encouraging them to roll it back. All staff use numbers with children throughout activities and routines. For example, toddlers count plates for their table and pre-school children work out totals when they have one more or one less. Staff help older children to recognise numerals and work out large numbers.

Personal development, behaviour and welfare are good

Following feedback from parents, staff have improved the way they support children to move to their next room. They involve parents more and sensitively give children and their families' time to get to know their new key person and environment. This underpins children's emotional security and ability to learn. For example, on arrival young children happily put their arms out to staff who immediately engage them in playing. All staff follow good hygienic procedures to protect children's health. They provide health stations in each room for children to learn to keep healthy and prevent the spread of germs. For example, toddlers recognise their picture on their water bottle and have plenty to drink. Older children blow their nose, dispose of the tissue and wash their hands.

Outcomes for children are good

Children develop good skills that prepare them well for their next stage of learning and school. Children are confident in their self-care skills and become independent. For instance, toddlers learn to pour their own drinks, clear their lunch plates and place their cutlery in the right container. Older children are strong communicators, ask questions to find out what they want to know and pay attention to what others say. They share books together and write recognisable letters.

Setting details

Unique reference number	EY435250
Local authority	Dorset
Inspection number	1095107
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	52
Number of children on roll	105
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	13 April 2015
Telephone number	01305 783886

Busy Bees Day Nursery at Weymouth registered in 2011 as a limited company. It is located in Weymouth, Dorset. The nursery is open weekdays from 7am to 6pm all year round, except for bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 21 members of staff. Of these, one holds qualified teacher status, one holds an early years qualification at level 5 and one holds a qualification at level 4. There are 11 staff with an early years qualification at level 3 and two with a level 2.

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