

# Busy Bees Day Nursery at Rotherham



Rotherham District General Hospital, Moorgate Road, Rotherham, South Yorkshire, S60 2UD

<b>Inspection date</b>	1 February 2018
Previous inspection date	10 February 2014

<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 staff team demonstrates a strong commitment to their work with children. They reflect on children's interests to imaginatively and creatively organise a highly stimulating environment for children. This inspires children to actively explore recent learning, develop their own ideas for doing things and practise new skills.
- Children benefit from staff using highly successful communication methods to involve parents in nursery experiences. Leaders demonstrate how they successfully implement parents' suggestions into nursery practice.
- Leaders and staff have high expectations of what each child can achieve in their learning and development. Staff consistently use the setting's effective systems to observe children's play and check the progress children make in their learning.
- The manager has a good overview of all children's needs. She uses tracking of children's progress to monitor the progress different groups of children make and to identify areas of improvement. Staff receive training to help to improve outcomes for children.
- Strong partnerships with other professionals ensure that all children receive support when needed and continuity in their care. Children who have special educational needs and/or disabilities receive excellent levels of support and make continual improvement in their development.

### It is not yet outstanding because:

- Some staff are not as highly skilled as others in guiding children's learning as they play.

## What the setting needs to do to improve further

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

- help all staff to develop their skills and attributes to further enrich practice that consistently delivers the highest-quality provision and excellent learning outcomes for all children.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and assistant manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

Parents actively contribute to their child's initial assessment. Staff regularly share information about the progress their children are making in their learning. Staff use many and varied ways to share with parents how they can develop their child's active learning at home. Staff recognise the importance of finding out about children's learning that happens in other settings children attend. The arrangements for safeguarding are effective. Staff are well qualified and suitable to care for children. The manager maintains an effective system for recruitment, induction and ongoing supervision procedures. Staff fully understand their responsibilities to respond to any concerns about a child's welfare. They are always alert to the signs that may indicate that a child is at risk of abuse or neglect. Leaders are reflective and confidently identify how they focus on improvements.

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

Staff are generally skilled in describing what is happening and modelling language as children play. Staff talk to younger children about what they are doing as they play with sand. This helps to extend children's vocabulary while promoting their understanding. Children learn mathematical language to compare size and shape. Staff help them to explore outdoors to find a range of objects they can use to build a house for animal figures. Staff teach children how to care for their environment. For example, they use pictures and text to help children to check the outdoor area is safe and free from litter. Staff demonstrate and skilfully engage children in finding out which colours to mix together to make a new colour.

### Personal development, behaviour and welfare are good

Children make friends and build strong and meaningful relationships with familiar adults. Staff name actions for babies as they play together and wait appropriately for a response when they ask questions. This helps babies to make sense of their actions. They practise their early walking skills with much encouragement and praise from their key person. Younger children negotiate and learn new words about position as they play outdoors on tricycles. Children are served healthy, freshly cooked meals. Staff place a high focus on ensuring that mealtimes are a social, learning experience. Children learn how many plates that their table needs. They pour their own drinks and serve their own vegetables. Staff encourage younger children to use their cutlery and to try different foods.

### Outcomes for children are good

Children are keen and enthusiastic learners. They display high levels of independence, trust and curiosity. Children settle well and are emotionally secure and confident in the welcoming, nurturing environment. They make good progress and develop the skills they need for future learning, including as they move on to the next room. Younger children confidently describe and give meaning to the marks they make. Older children sound out the letters in their name as they write their names on pictures. Others write letters and numerals outside with chalks. Children listen to adults reading stories and join in with familiar phrases. They confidently sing rhymes and join in with the actions.

## Setting details

<b>Unique reference number</b>	303256
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1087747
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	181
<b>Name of registered person</b>	Busy Bees Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900809
<b>Date of previous inspection</b>	10 February 2014
<b>Telephone number</b>	01709 836669

Busy Bees Day Nursery at Rotherham registered in 1997. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, three at level 2 and two with early years professional status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm.

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