

Busy Bees Day Nursery at Trowbridge



19 Hackett Place, Hilperton, Trowbridge, Wiltshire, BA14 7GW

Inspection date

1 February 2018

Previous inspection date

8 April 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Managers have an uncompromising commitment to achieve excellence in all areas. They follow highly focused improvement plans to ensure swift effective action is taken to address any weaknesses and sustain practice of the highest quality.
- Children make very rapid progress. They are supported by skilled staff who have high expectations of them and provide an exceptional range of high-quality learning experiences for children. Children are motivated and develop a real thirst for learning.
- Staff know their responsibilities and show that the individual needs of every child are uppermost in their minds. Children are happy and gain in confidence, thriving on the very close relationships they build with staff.
- Staff use accurate and precise assessments from the start to plan for children's individual learning needs. They monitor children's progress very closely, enabling them to quickly identify any gaps in children's learning.
- Children behave exceptionally well, including those who require perceptive intervention and additional support. Staff very patiently help children to understand expectations. Children learn to share, take turns and show thoughtful behaviour towards each other.
- Staff build excellent links with parents and other professionals. There is excellent communication with regard to children's progress and parents are actively encouraged to share their observations from home to further support the assessment process.

What the setting needs to do to improve further

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

- review the implementation of the planned changes to enrich children's mathematical learning experiences and evaluate the impact on the children's outcomes.

Inspection activities

- The inspector observed activities in all of the playrooms, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and regional director of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are vigilant about children's safety and understand the procedures to follow if they are concerned about a child. Managers maintain staff ratios at all times and staff deployment is excellent. Managers lead strong recruitment and thorough induction processes, regular in-depth staff supervision and monitoring of practice. Managers encourage training and the professional development of staff. For example, they support staff to complete early years qualifications and to acquire specialist knowledge on behaviour management. They scrutinise the progress made by groups and individual children to very promptly highlight any gaps in learning. They have identified the need to support children's mathematical development further and recognise the importance of evaluating the impact of any changes on the outcomes for children.

Quality of teaching, learning and assessment is outstanding

Staff join children in their play and role model with great skill to encourage their deep curiosity. Children explore a highly stimulating Arctic-life activity. They copy staff's actions as they explore foam and liken it to snow. Staff use resources expertly to enable children to make links to real-life experiences. For instance, they look up the Arctic animals in relevant books, developing children's language and understanding. Staff inspire children's exploration and develop their concentration and listening skills excellently during dynamic small-group times. For example, babies are fascinated as staff hide under translucent coloured scarves. They gain confidence as they hide their faces too. Older children develop their early writing skills during innovative music and movement sessions. They create shapes as they dance and explore making marks in a variety of sensory materials.

Personal development, behaviour and welfare are outstanding

The key-person and buddy system is highly effective. Babies and children are very closely supported, for example, to ensure they get the rest, meals and feeds that they need. The staff's responsive yet minimal support means that children develop remarkable self-help skills. Babies eagerly wash their feet after their painting activity. Older children kindly set out cutlery for their friends at teatime and adeptly cut up fruit for their snack. Inclusion is given high priority. Staff flexibly make excellent use of all of the nursery and garden. They present inviting spaces and immense freedom for all children to access and choose resources for their play. Babies relish the low-level activities they encounter. Children enthusiastically explore different levels and areas. They create, play imaginatively with their friends and develop their physical skills on the vast range of equipment.

Outcomes for children are outstanding

All children, including those who have special educational needs (SEN) and/or disabilities, make exceptional progress. Any gaps in children's development are closing quickly. Babies and children listen attentively and learn to respect and value the interactions of others. They spend considerable periods of time at their chosen activities. They become absorbed and show extremely positive attitudes towards learning and developing their skills. Children gain the confidence and skills they need for starting school.

Setting details

Unique reference number	EY239505
Local authority	Wiltshire
Inspection number	1122626
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	166
Name of registered person	Just Learning Ltd
Registered person unique reference number	RP900810
Date of previous inspection	8 April 2015
Telephone number	01225 768510

Busy Bees Day Nursery at Trowbridge registered in 2001. The nursery employs 35 members of full-time and part-time childcare staff. Of these, 20 hold appropriate early years qualifications from level 2 to level 6, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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