

Busy Bees Day Nursery at Quedgeley

Falcon Close, Off Merlin Drive, Quedgeley, Gloucestershire, GL2 4NJ



Inspection date

27 December 2017

Previous inspection date

18 February 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager monitors staff well and takes action to constantly enhance their knowledge and skills. For example, all staff have attended training to improve their understanding about keeping children safe and know how to act on any concerns.
- The manager has reviewed the provision and made changes to risk assessments and policies to better support children's well-being and safety. She has shared these with staff and parents.
- Staff know children well and make accurate assessments of their achievements. They notice when children need extra help and plan well for children's next steps in learning. Any gaps in children's learning are closed quickly.
- Staff have good relationships with parents. They regularly share information with them about what children do and learn. Children make good progress in their development.
- Staff provide stimulating environments for children. They have a wide variety of play materials, indoors and outdoors, readily accessible to the children. Children are confident in making choices about what they want to do and how.

It is not yet outstanding because:

- Staff working with the younger children do not consistently notice when to intervene to extend children's enjoyment or learning.
- Sometimes staff provide confusing messages for children about whether they should join in with group activities or continue with self-chosen play.

What the setting needs to do to improve further

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

- support staff working with the younger children to recognise and make the most of opportunities to extend children's learning and development further
- enhance the organisation of self-chosen and group activities, to help children understand what is expected of them at different times.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to on the day of the inspection and through written testimonials.
- The inspector carried out three joint observations, two with the senior room manager in the baby room and one with the nursery manager in the toddler room.
- The inspector had a leadership and management meeting with the senior room manager and nursery manager.
- The inspector looked at samples of paperwork, including complaints, risk assessments, policies and procedures, the setting's evaluations and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The manager reflects well on the provision and uses feedback from staff, parents and children to identify areas for improvement. For example, following parents' requests for better information about children's daily activities, she has introduced a 'communication book' to share with parents information about what children do. The manager has also reviewed the routine at the start of the day and makes sure sufficient staff are present to meet the required ratios and to care for children. She has provided recent training for staff to make sure they know how to supervise and support children well, especially during nappy changes or when teaching them about personal hygiene and staying safe. Since the last inspection, there has been one occasion where the provider failed to notify Ofsted of an incident. They have now changed procedures to avoid this happening again. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Staff provide varied activities for the children that meet their needs and interests. They support all children's communication well, including those who are learning English as an additional language. For example, at song time staff use hand signs, words in home languages and props as clues about the rhymes they are singing. Children share stories with staff and enjoy guessing what might happen next. Children have opportunities to use mathematics. For example, they compare the size of snowballs they make, saying when they are bigger or smaller, and count how many sticks and stones they need for the eyes and arms of their snow figures.

Personal development, behaviour and welfare are good

Staff watch children well to keep them safe. For example, they check the bathrooms to make sure they are safe. They give children individual attention when carrying out personal care routines, such as nappy changes, washing hands or changing wet clothes. Children develop good physical skills and self-confidence. For example, toddlers and pre-school children tell staff which food they would like, serve the food onto plates and use knives and forks competently to eat their meals. Staff prepare children well for moving on in their learning, including visits to new rooms within the nursery or the local schools.

Outcomes for children are good

Children come into the setting keen to explore and learn. Babies enjoying experimenting with cornflour and water. They scoop it up in one hand and watch as it drips onto the other hand, laughing as it tickles them. Toddlers have great fun exploring snow collected by the staff. They search out hidden animals, squirt paint onto the snow and exclaim excitedly as they see it change colour as they mix it round. Pre-school children enjoy following the 'recipe' to make a snowman. They look at the picture clues and dash off round the outdoor play space to find the stones, sticks and snow for their snow figures.

Setting details

Unique reference number	101805
Local authority	Gloucestershire
Inspection number	1119754
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	105
Number of children on roll	155
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Date of previous inspection	18 February 2014
Telephone number	01452 725533

Busy Bees Day Nursery at Quedgeley was registered in 1999. The nursery offers care from 7.30am to 6pm on Monday to Friday, all year round, except for bank holidays. There are 27 staff working with the children. Of these, two hold qualified teacher status and one holds early years professional status. A further 14 hold appropriate childcare qualifications at level 3 and seven hold appropriate childcare qualifications at level 2. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

