

Buzzbee Babes Nursery

182 Bramford Road, Ipswich, IP1 4AL



Inspection date

Previous inspection date

9 April 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders are committed to the continued development of the nursery. They effectively use information from their precise monitoring of children's progress to implement good-quality interventions and raise children's levels of achievement.
- The staff work well together. They are enthusiastic, communicate well and pursue ongoing training opportunities. The manager supports the staff well. They reflect on personal practice together to help staff to continue to develop their teaching skills.
- Staff provide highly targeted and individualised support for those children who have special educational needs (SEN) and/or disabilities. They work closely with other settings children attend to share ideas and provide consistency in care and learning.
- Staff know the children well. They plan a wide range of interesting opportunities that captures children's interest and challenges them in their learning.
- Staff encourage children to be independent at every opportunity. Younger children are keen to complete small tasks for themselves, such as clearing away after lunch. Older children quickly become competent in self-care and dress themselves to go outdoors.

It is not yet outstanding because:

- While younger children learn and use a wide range of single words, staff sometimes miss opportunities to encourage them to link words together.
- Staff do not gather detailed information from some parents, such as parents of those children who speak English as an additional language, about children's prior learning and experiences at home.

What the setting needs to do to improve further

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

- extend opportunities for younger children to fully utilise their communication skills and develop their use of short sentences
- strengthen partnership working with parents of those children who speak English as an additional language, to secure children's smooth and successful move into the setting and to support their rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are vigilant and ensure they keep children safe from harm. Staff know how to identify signs that may indicate that children are at risk of harm. The manager follows secure procedures to ensure she quickly refers any concerns to the appropriate professionals. The manager completes robust suitability checks to ensure only those suitable to work with children do so. The manager leads an inclusive setting. She makes ongoing adaptations to teaching and practice so that all children fully benefit from what the nursery offers. Staff complete appropriate training, such as how to use alternative methods of communication to support those children who have language difficulties.

Quality of teaching, learning and assessment is good

Children are keen and motivated learners. They enjoy taking part in a wide range of opportunities. Older children freely practise their writing skills and enjoy learning about life cycles. Younger children have plentiful opportunities to develop their physical skills, such as climbing on soft blocks and threading small objects. Staff continuously interact with children throughout the day to engage them and to extend their learning. Staff know what interests and motivates children, and plan enjoyable opportunities to support their continued development. Staff regularly assess children's level of development to ensure they tailor activities to their needs and support their continued good progress. Staff share information with parents about children's routines and learning. Parents comment positively about the good progress children make.

Personal development, behaviour and welfare are good

Staff are good role models for children. They are warm, kind and friendly. They encourage children to use good manners and to be polite. Children behave well throughout the day. Younger children show empathy to others and pass them comfort items when they are tired. Children develop good relationships with adults and their peers. They freely choose what they want to do and are confident to seek support from adults where necessary. Staff show that they value children's individuality. Children learn about different customs and cultures, for example, they learn traditional dancing from different countries. Staff promote children's good health. Children regularly play outdoors in the fresh air. They enjoy splashing in puddles, throwing beanbags and balancing on tyres. Children eat healthily and maintain good personal hygiene.

Outcomes for children are good

Children make consistently good rates of progress from their starting points. Those children who have SEN settle well, build secure relationships and learn to communicate effectively. Older children are enthusiastic and active learners. They confidently demonstrate what they know as they recall previous learning. They ask questions and make suggestions. Younger children are inquisitive and show good listening skills given their age. Staff prepare children well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY548509
Local authority	Suffolk
Inspection number	1109518
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	79
Number of children on roll	124
Name of registered person	Steven Paul Last
Registered person unique reference number	RP548508
Date of previous inspection	Not applicable
Telephone number	01473 233442

Buzzbee Babes Nursery registered in 2017. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday for 49 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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