

# Busy Bees Nursery and Pre-school



The Beehive, Clifford, Hereford, Herefordshire, HR3 5HA

<b>Inspection date</b>	24 April 2018
Previous inspection date	10 June 2015

<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 manager is ambitious and sets high standards for care and education. Staff morale is high, they are aware of their strengths and they work well together to identify areas for improvement.
- The environment is bright, welcoming and stimulating. Children have fun and enjoy their time at the nursery. They are articulate and confident during their play and interact positively with their peers and visitors.
- Staff are kind, caring and know the children well. An effective key-person system is in place. Children form strong bonds with them and are relaxed in their care. This helps to support children's emotional well-being and growing self-confidence.
- Staff plan play activities based on the children's individual interests. They regularly assess their progress and use the information to plan for the next steps in children's learning and development.
- Partnerships with parents are very good. Staff keep them well informed about their children's progress, such as through daily discussions, diary sheets and learning records.

### It is not yet outstanding because:

- Partnerships with other settings children attend are in their infancy, and staff have yet to fully establish effective ways to share information to promote a consistent and complimentary approach to children's learning.
- At times, staff do not effectively organise adult-led activities to enable children to fully participate.

## What the setting needs to do to improve further

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

- strengthen the arrangements for exchanging information with other settings children attend, so that their learning is consistent and complemented
- review the organisation of adult-led activities to enable children to participate fully.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outside.
- The inspector viewed evidence of the suitability of staff working at the setting.
- The inspector talked to the manager about the priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.
- The inspector observed and evaluated a learning activity with the manager.

### Inspector

Tina Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well organised, enthusiastic and leads her staff well. She meets regularly with them to identify training and development opportunities and to discuss how they can enhance the experiences offered to children. Children's individual progress is assessed to identify any gaps in their learning and development. Any additional support they may need is swiftly provided. This has a positive impact on the outcomes for children. Safeguarding is effective. Robust procedures for recruitment and to check the ongoing suitability of staff are implemented well. Staff have a good understanding of how to keep children safe. They conduct morning and afternoon checks to ensure all toys and equipment are fit for purpose. Children are well supervised. Staff are confident in the procedures to follow if they have concerns about a child's welfare.

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

Children are motivated to learn and make good progress from their starting points. They make choices in their play from a well-resourced environment. Pre-school children develop independence and lead their own learning as they select activities from the 'busy shelf'. They are focused and show high levels of concentration as they transport water with a small sponge and build a rainbow with blocks. Staff engage children in meaningful conversations and they recall past learning experiences. Children discuss shape and size as they mould clay to make African snails. Babies think and predict as they sort shapes. They delight in exploring textures such as sand and foam. Young children enthusiastically wriggle to music. Staff support their emerging language well. They use associative sounds in their play and children show amusement when staff make animal noises.

### Personal development, behaviour and welfare are good

Staff promote children's health and physical development effectively. Children explore the outdoor space with enthusiasm and excitement. Pre-school children search for bugs, and eagerly run and practise their balancing skills. Young children carefully plant bulbs and explore the texture of soil. Staff are good role models and children behave very well. Staff teach them good manners and fundamental values, such as sharing, being polite and kind to one another. Children are offered lots of cuddles, praise and reassurance. Babies and young children sleep peacefully in comfortable surroundings. Staff regularly check on them to ensure they are safe and well. Staff offer healthy snacks and children enjoy well-balanced meals which are provided by outside caterers.

### Outcomes for children are good

All children make good progress and acquire the key skills required in preparation for school. They show sustained levels of concentration and enjoy trying new experiences. Children are confident, keen and display 'a can-do attitude'. Their independence is encouraged during routines of the day, such as putting on their coats for outdoor play. Children's early literacy skills are developing. They enjoy making marks, listen attentively to stories and enthusiastically join in with songs and rhymes. Children learn about numbers, counting, shapes and size as staff incorporate them into everyday activities.

## Setting details

<b>Unique reference number</b>	EY270241
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	1091793
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Busy Bees Nursery & Pre-school Limited
<b>Registered person unique reference number</b>	RP910362
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	01497 831000

Busy Bees Nursery and Pre-school registered in 1998. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications to at least level 3, including two at level 5 and two at level 6. The nursery opens from 8am until 5.30pm, Monday to Friday, all year round. The pre-school provides funded early education for two- three- and four-year-old children.

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