

Busy Bees @ Chawton Park



Hawkins HQ, Chawton Park Road, Alton, Hampshire, GU34 1RQ

Inspection date

11 May 2018

Previous inspection date

7 December 2015

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

- Staff are friendly, calm and nurturing. Children have formed secure emotional attachments with their key person; they settle well and are confident learners. Furthermore, children's self-esteem is evident as staff frequently praise their efforts.
- Staff promote children's communication and language well. Children enjoy listening to favourite stories and, as such, excitedly join in as staff encourage them to move through the garden like the different animals in the story.
- Parents regularly receive updates about their children's progress. Staff offer suggestions about things parents may like to do at home to further support their children's learning. Parents speak very positively about the care and education their children receive.
- Transitions to school are well supported. For instance, staff invite teachers to visit the children at the nursery. They share information with them when children are due to start at school to ensure continuity of learning and care for all children, including those who have special educational needs. All children make good progress.

It is not yet outstanding because:

- The provider does not consistently make enough use of the information from parents about children's learning and achievements when they first start at the pre-school.
- There is potential for staff to build on the ways they help children to understand the wider diversity within today's world that extends past their own family experiences.

What the setting needs to do to improve further

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

- use the information from parents about what their children already know and can do when they start at the pre-school, to establish consistently accurate starting points from which to monitor children's progress
- support staff to help children share even more experiences and explore the similarities and differences of their families and the wider communities beyond their own.

Inspection activities

- The inspector observed practice and staff interactions with children and assessed the impact of these on their learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements, and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff who work with children and children's developmental records of progress.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their roles and responsibilities to protect children, and the procedures to follow if they have a concern. Staff undertake effective risk assessments and reflect on their practice to provide a safe and stimulating environment. Robust recruitment and vetting arrangements ensure that staff are suitable to work with children. There are good processes to support staff and encourage their professional development. For instance, the manager holds staff supervisions and meetings to discuss staff performance and children's achievements. Staff attend regular training to help improve their skills and teaching. For example, recent training has helped staff focus on reaching the quieter children within the setting to increase their opportunities to talk and interact more with the staff and their peers.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They observe the children to effectively identify appropriate next steps in their learning and plan activities based on their individual interests to help achieve them. Children can explore their creativity. For example, they experience a range of musical instruments; playing an electric keyboard, listening to staff play the flute as well as singing along and keeping time with different types of music. Children move freely between the large, exciting garden and the classroom as they follow their interests. They have fun using tools, such as spoons, buckets and watering cans, as they delight in playing in the mud kitchen and water tray.

Personal development, behaviour and welfare are good

Staff provide a warm welcome to children and parents as they arrive at the nursery, and children settle quickly. Staff have a lovely rapport with the children and speak to them in a respectful manner, encouraging them to share and take turns. Children learn how to manage their own behaviour and understand the needs of others. They learn about the importance of a healthy lifestyle. For instance, staff remind them to wear their sun hats and drink plenty of water on warm days. Children take manageable risks in their play. For example, they steer wheeled toys around obstacles and climb and balance on large equipment. Children of all ages communicate confidently. They listen to stories, understand instructions and ask questions of visitors.

Outcomes for children are good

All children, including those in receipt of additional funding, achieve well and make good progress. They develop key skills that prepare them well for the next stage in their learning, such as school. Children have enjoyable opportunities to develop their mathematical understanding and early writing skills. For example, they paint and chalk numbers on the patio, identifying random numbers to 20.

Setting details

Unique reference number	EY341589
Local authority	Hampshire
Inspection number	1129644
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	42
Number of children on roll	47
Name of registered person	Busy Bees Nursery Alton Ltd
Registered person unique reference number	RP526534
Date of previous inspection	7 December 2015
Telephone number	01420 549 593

Busy Bees @ Chawton Park registered in 2006. The nursery is based in Alton, Hampshire. The nursery employs eight members of staff, six of whom hold qualifications at level 3 or above. The nursery manager holds early years teacher status. The nursery is open from 8.30am to 3.30pm on Monday to Thursday and from 8.30am to midday on Friday, during term time only. The nursery receives funding to provide free early education for children aged two, three and four years.

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