

# Busy Bees Day Nursery at Norwich Meridian



5 Meridian Way, Meridian Business Park, Norwich, Norfolk, NR7 0TA

<b>Inspection date</b>	21 May 2018
Previous inspection date	25 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Senior staff's monitoring of practice does not always identify weaker aspects of teaching. Where they do identify weaknesses, managers do not monitor the effectiveness of any support given to staff to help them to improve.
- Staff in the 'Tweenies' and the room for two- to three-year-old children do not plan consistently challenging opportunities for children in all areas of learning.
- The senior management team does not accurately evaluate information gathered about the progress groups of children make. Managers do not identify where groups of children are slower to make progress.

### It has the following strengths

- Staff engage with parents to share information about children's progress. Those staff who work with children who have special educational needs (SEN) and/or disabilities achieve particularly successful partnership working with parents. They share information together to promote children's learning in the nursery and at home.
- Staff in the pre-school room read stories to children. Older children are inquisitive and listen well. Staff ask children questions to assess their listening and understanding.
- Staff in the baby room get to know the children well. They are responsive to children's individual needs. Staff are caring and friendly, and the environment is warm and welcoming. Babies build secure attachments to staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |   | <b>Due Date</b> |
|---|-----------------|
| ■ improve the monitoring of staff's performance and implement an effective system of supervision and support to help staff to address weaker areas of teaching quickly and improve their personal effectiveness | 21/08/2018      |
| ■ plan interesting and challenging opportunities that enthuse and motivate children to learn and help them to progress well in all areas of learning.   | 21/08/2018      |

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

- evaluate the information gathered from monitoring the progress groups of children make, to identify precisely and close quickly any gaps in children's learning.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed joint observations with both the nursery manager and the assistant manager.
- The inspectors held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors 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 requires improvement**

The provider does not identify inconsistencies in the quality of provision. Senior staff do not address effectively enough where staff's practice is variable. They provide some support to staff to help them to improve. However, some staff are slow to develop their skills. Staff in the pre-school room are skilful. They complete their own research to help them to support children's specific needs. The manager checks on children's progress, including that of groups of children. However, she does not accurately evaluate this information to help her improve children's achievements, such as younger boys' speaking skills. Safeguarding is effective. Staff know their responsibilities to keep children safe from harm. They understand and follow the nursery's policies to promote children's welfare. They monitor children's well-being and keep written records for those children who require medication on the premises.

### **Quality of teaching, learning and assessment requires improvement**

Staff in the 'Tweenies' and the room for two- to three-year-old children observe and assess children's progress. However, they do not use this information to plan precisely for children's individual needs. Children choose what they want to do. However, staff do not encourage all children to engage in purposeful play or challenging learning opportunities. Staff do not provide tailored opportunities for less-confident children to develop their speaking skills. Teaching in the other rooms is significantly more effective. Children in the pre-school room are highly motivated. Staff build on children's interests to enhance their learning. They share a book about insects and mini-beasts. They name what they see and count the legs. Staff introduce new vocabulary, such as 'arachnid'. Staff talk to babies and respond to their sounds to support their communication skills.

### **Personal development, behaviour and welfare require improvement**

Some younger children lack motivation to learn. The activities that staff plan for them do not interest them and engage them. The key-person system works well. Staff support babies as they move from their home to the nursery. They offer children close attention and reassurance to help them to settle. Older children are kind, cooperative and happy to share resources. They join in with each other's imaginative ideas. Staff support children to adopt healthy lifestyles. All children benefit from regular opportunities to be physically active outdoors. Staff ensure children are suitably protected from the sun and that they remain hydrated throughout the day.

### **Outcomes for children require improvement**

Weaknesses in teaching mean that some children do not make enough progress. Some boys and younger children are not developing good speaking skills. Some younger children lack enthusiasm and motivation to learn. However, they are gaining the basic skills to support their future learning. Babies quickly develop confidence in their new environment and children in the pre-school room are inquisitive and eager to learn.

## Setting details

<b>Unique reference number</b>	EY272707
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1136089
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	112
<b>Number of children on roll</b>	180
<b>Name of registered person</b>	Just Learning Ltd
<b>Registered person unique reference number</b>	RP900810
<b>Date of previous inspection</b>	25 October 2016
<b>Telephone number</b>	01603 709077

Busy Bees Day Nursery at Norwich Meridian registered in 2003. The nursery employs 29 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, include one who holds qualified teacher status. The nursery opens from Monday to Friday for 52 weeks a year, excluding bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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