

Busy Bees Day Nursery at Bedford Elstow



Progress Park, Elstow, Bedford, Bedfordshire, MK42 9XE

Inspection date	31 May 2018
Previous inspection date	1 June 2017

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 new leadership team has worked effectively to address areas for development. There has been a positive focus on developing staff's skills and confidence. Teaching and the outcomes for children are now consistently good.
- Staff have established supportive partnerships with parents, who praise the staff and the warm and friendly environment.
- Children have good opportunities to lead their own play and demonstrate positive attitudes to their learning. Older children, in particular, are highly independent.
- Staff develop trusting relationships with children and know them well. They give purposeful praise and encourage children to be polite, respectful and well-mannered.

It is not yet outstanding because:

- Staff working with younger children do not consistently focus precisely enough on the next steps in children's learning to make the most of their capabilities.
- Monitoring of the development of children who are slower to develop key skills is not fully embedded to identify ways to close the gap in their achievements swiftly.
- At times, staff do not manage changes between activities and lunchtime routines well. Noise levels rise and children are distracted from their learning.

What the setting needs to do to improve further

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

- focus more precisely on what younger children need to do next in their learning to accelerate development and make the most of their individual capabilities
- embed the monitoring of the progress of children who are slower to develop key skills to identify ways to close the gap in their achievements more rapidly
- review the management of changes in children's activities and the lunchtime routines, to enable children to be involved in learning.

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 completed a joint observation of an activity with the manager. She discussed the nursery's self-evaluation process with managers and staff.
- The inspector spoke with staff and children during the inspection. She had a meeting with the manager and representatives of the owners of the nursery.
- The inspector sampled documentation, including evidence of the suitability of staff, children's records, attendance registers and risk assessments.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have regular training in their safeguarding responsibilities. They know how to respond to concerns about children's welfare. Policies and procedures, including risk assessments, are implemented well and help staff to protect children from harm. Staff benefit from frequent supervisory meetings with managers and are encouraged to develop their qualifications. Mentoring and peer support have increased staff confidence in providing children with good-quality learning experiences. Staff deployment helps to ensure children have the support they need to enhance their learning. Parents have a partnership group where they make a real contribution to policies and have their say in changes to the nursery. They have opportunities to meet with their children's key person and share in their children's learning.

Quality of teaching, learning and assessment is good

Staff make regular assessments of children's development. They use children's interests well when planning activities. For example, the outdoor playhouse is themed as a railway station following children's fascination with the passing trains. Staff incorporate timetables and signs to promote children's interest in reading and writing. The nursery is very well resourced. Staff lay out activities to attract children's attention and make sure there are plenty of accessible toys. They engage children effectively in adult-directed activities such as exploring what happens when salt is added to water. Staff weave numbers and counting into the activity. They encourage children to count the spoons of salt and talk about adding more or less water.

Personal development, behaviour and welfare are good

Staff collect detailed information from parents to help them to meet children's care and learning needs from the outset. Babies' routines mirror those from home. They enjoy warm and sensitive support from caring and attentive staff. Children benefit from healthy snacks and nutritious lunches. They develop their independence as they learn to pour their drinks and scrape their plates when they are done. The newly refurbished garden provides children with a safe and exciting play space. Children develop their physical skills as, for example, they manoeuvre across balance beams. They tend to plants in the nursery garden and watch them grow, which supports their understanding of the world. Staff help children to learn about other people's cultures and lifestyles. For example, they use 'family boxes' to help children to share their home experiences.

Outcomes for children are good

Children gain social skills as they interact with children of differing ages. They undertake small tasks, such as putting away the outdoor toys when they have finished. Children enjoy listening to stories and eagerly access a broad selection of books. Older children count confidently and sort items into colour, size and shape. Young children develop their language skills as, for example, they sing familiar nursery songs. Children manage their own behaviour well. They understand how to share and take their turn.

Setting details

Unique reference number	EY152150
Local authority	Bedford Borough
Inspection number	1100538
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	112
Number of children on roll	76
Name of registered person	Just Learning Ltd
Registered person unique reference number	RP900810
Date of previous inspection	1 June 2017
Telephone number	01234 330220

Busy Bees Day Nursery at Bedford Elstow registered in 2002 and was acquired by Busy Bees in 2012. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery employs 24 members of childcare staff. Of these, 11 hold appropriate qualifications at level 2 or 3. The manager holds an appropriate qualification at level 6 and one other member of staff has early years teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

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