

# BusyBodies Childcare

Breckon Hill Children's Centre, Fencehouses Community Centre,  
Woodstone Village, Fencehouses DH4 6DS



<b>Inspection date</b>	3 September 2018
Previous inspection date	11 February 2014

<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 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

### The provision is good

- The manager and the provider review the provision effectively to identify areas for improvement. They value the contributions from staff, parents, other professionals and members of the local community. For example, staff have worked with members of the community to improve the outdoor area. As a result, they have greatly enhanced opportunities for children to learn about the natural world.
- Children are always supervised and staff are vigilant about their safety. Staff carry out regular risk assessments to identify and reduce potential hazards. This helps to ensure that children can play and learn in a safe and secure environment.
- Overall, staff plan a broad range of interesting activities to help children to make good progress in their learning. For example, staff use children's interests alongside an interesting range of topics and books to motivate them to learn.
- Staff support children to use a range of media to help them to learn about the natural world. For example, children use information, communication and technology resources to learn facts about the different types of bears from around the world.
- Staff are warm and caring with all children in their care. They know children well and are sensitive to their immediate needs. This helps children to settle in quickly and develop close emotional attachments.

### It is not yet outstanding because:

- Occasionally, staff do not always focus the experiences and activities that they provide consistently enough on what older children need to learn next to help them to make the best possible progress.
- Staff do not consistently help older children to understand the importance of listening while others are speaking during group activities.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children so that specific areas of development can be targeted precisely to help further enhance children's achievements
- support older children to understand the importance of listening while others are speaking.

### 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 with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff throughout the inspection.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to protect children and understand the procedures to follow if they have any concerns. They take effective steps to ensure that risks are minimised. Procedures for recruitment, selection, induction and the ongoing suitability of staff meet requirements. Good systems are in place to monitor staff's practice. These help to identify individual strengths and offer further training in areas where improvements can be made to ensure best possible outcomes for children. The manager and staff monitor children's progress. They ensure that any gaps in children's learning and development are identified and quickly addressed. The manager seeks feedback about the nursery from parents and consults with staff to decide upon priorities for improvement. Parents are complimentary about the nursery, staff and the progress their children make.

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

Children enjoy their time at the nursery. Staff make accurate and precise assessments of children as they play and, overall, use these to plan activities that help children to make progress in their learning. For example, staff make good use of stories to capture children's imaginations and help them to develop a strong appreciation of books. Children enthusiastically join in with familiar text and enjoy recalling the story and identifying the different characters. Staff caring for toddlers are attentive to their needs and support them well to try new experiences. For example, they gently entice children to explore the sand as they pour and fill and place a good focus on introducing new vocabulary and ideas.

### Personal development, behaviour and welfare are good

Staff know all children well. They follow young children's care routines effectively. Behaviour is good. Children are encouraged to be respectful, share and take turns. This creates a positive environment for children to play and learn in. Children learn to share, take turns and tidy up and develop good independence during routines. Staff provide children with nutritious meals, snacks and drinks throughout the day. Children benefit from opportunities to spend time outdoors to promote their physical development. Older children take manageable risks under close supervision as they practise their climbing and balancing skills.

### Outcomes for children are good

All children have good access to books and mark-making materials to support their early literacy skills. Children's early mathematical skills are developing well. They learn about numbers, counting and size in everyday activities. Children independently manage their self-care needs and simple tasks, such as putting on their coats before playing outside. Older children investigate, explore and use their imaginations well. For example, they decide they want to make 'leaf soup' for the 'bears'. They eagerly gather leaves, soil and fallen plums which they squash and stir in the mud kitchen. Children make good progress and gain skills that prepare them well for the next stage in their learning, including going to school.

## Setting details

<b>Unique reference number</b>	EY469507
<b>Local authority</b>	Durham
<b>Inspection number</b>	10068874
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	50
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Sanderson, Sandra Dorothy
<b>Registered person unique reference number</b>	RP907931
<b>Date of previous inspection</b>	11 February 2014
<b>Telephone number</b>	07932652791

BusyBodies Childcare registered in 2013. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, five at level 3 and one at level 2. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides after-school and holiday care for school-aged children.

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