

# Busy Bees Day Nursery at Swindon Broome

Pipers Way, Broome, Swindon, Wiltshire SN3 1RG



<b>Inspection date</b>	17 October 2018
Previous inspection date	26 January 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 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

- Staff support children well through effective settling-in procedures and well-planned transfers between rooms and on to school. Children settle quickly and are well prepared for their next stage in learning.
- Leaders promote staff professional development effectively, which helps ensure consistently good-quality care and teaching for children.
- Self-evaluation is accurate and effective. Leaders demonstrate a strong drive for continuous improvement, taking account of the views of other professionals, parents and children.
- Relationships with staff are strong. Children are happy and form secure and trusting bonds with staff. This helps secure their emotional well-being.
- Overall, methods for observation, assessment and planning are effective and staff are good teachers. Children make good progress from their starting points and staff prepare them well for school and the next stage in learning.
- Children's behaviour is very good. Staff skilfully teach them a good range of social skills which helps them to play and learn well with others.

### It is not yet outstanding because:

- Staff do not consistently use effective questioning techniques to extend children's thinking skills, vocabulary and understanding.
- Staff do not always make best use of opportunities to extend children's mathematical understanding, particularly of number.

## What the setting needs to do to improve further

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

- make greater use of questioning opportunities during children's play and activities to increase their thinking skills and promote further their language development
- maximise all opportunities for mathematical learning in day-to-day routines and play activities.

### Inspection activities

- Leadership and management discussions took place with the manager and regional manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed activities and staff interactions with children in all of the rooms and the outside learning environments.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, reviewed the nursery self-evaluation documentation and checked the suitability of staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and through sampling documentation.
- The inspector completed a joint observation with the manager of the nursery.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of leadership and management is good

Staff and leaders have a good understanding of child protection procedures and are confident to follow these if they are ever concerned about the welfare of a child. They keep up to date with current guidance and legislation. Safeguarding is effective. Staff regularly attend relevant training to enhance their ongoing professional development. This helps them to deepen their knowledge of children's learning and improve many aspects of their teaching skills. Parents are complementary about the learning that takes place and enjoy participating in activities with staff and children. For example, many attend stay-and-play sessions to help their children settle when they are new. The manager is very good at monitoring staff practice and children's progress. This is helping to identify areas to develop and staff training needs and recognise where children may require additional support.

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

Overall, staff plan effective activities that follow children's interests and support what they need to learn next. They gather information about children from their observations and from parents when they first start. They use this information to plan what they will provide for children and use it to check their progress. Children have access to a good range of resources and equipment, indoors and outdoors. Staff make good use of these to make them stimulating and attractive to children. This encourages children to have experiences that cover most areas of learning. Staff work well in partnership with parents to share information about their children's progress and ways parents can extend their children's learning at home. Babies learn about texture, for example, as they explore a range of different objects in baskets. Toddlers have opportunities to be creative as they explore messy play opportunities, such as making mud cakes in the garden. Older children have many opportunities to develop their literacy learning as staff plan activities that challenge and extend their reading and writing skills.

### Personal development, behaviour and welfare are good

Staff plan lots of outdoor learning opportunities for children who, for example, enjoy exploring nature, growing activities and their environment. Staff are very good at promoting independence for children and they benefit from good routines that support their developing self-care skills. Key people take responsibility for their own groups of children with whom they develop strong, nurturing relationships. Staff working with babies help them feel safe and secure, such as by following their routines from home and giving them comfort when they feel upset. This offers children some familiarity and helps them settle quickly.

### Outcomes for children are good

Children are well prepared for their next stage in learning. They gain a good range of skills in preparation for starting school, including being able to take turns, follow instructions and listen. All children, including those who have special educational needs and/or disabilities make good progress from their starting point. Children are happy and confident. They have a good understanding of healthy lifestyles, for example, older children know which foods are good for them and show a desire to eat a healthy diet.

## Setting details

<b>Unique reference number</b>	EY289477
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10071327
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	Busy Bees Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900809
<b>Date of previous inspection</b>	26 January 2015
<b>Telephone number</b>	01793 422202

Busy Bees Day Nursery at Swindon Broome is run by Busy Bees Day Nurseries Limited. It registered in 2004. It is open Monday to Friday from 7.30am until 6pm, all year, except for bank holidays. It is in receipt of funding for the provision of free early education for three- and four-year-old children. The nursery has a team of 26 staff to work with children, of whom 20 hold relevant qualifications at level 3 or above.

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