

# Busy Bees Day Nursery at Hull

Caughey Street, HULL HU2 8TH



<b>Inspection date</b>	25 January 2019
Previous inspection date	13 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The management team provides all staff with exceptional support and a comprehensive programme of professional development. For example, staff are able to enhance their knowledge and experience through a wealth of training courses, international research opportunities and secondment experience. Children benefit from a highly skilled and motivated staff team.
- The manager uses highly successful monitoring to identify and swiftly target gaps in children's learning. Staff's consistently high-quality teaching across the nursery contributes to the extremely rapid progress and exceptional overall achievement that all children make. Children's notable progress includes all groups, including those in receipt of funded early education.
- The key-person system provides children with extremely secure relationships and their emotional well-being is greatly prioritised. Staff's dedication to meeting children's emotional and care needs is highly evident throughout the nursery.
- Children benefit from a well-organised and visually stimulating learning environment. Those children who enjoy outdoor play make the most of unlimited access to the nursery's challenging outdoor provision, through daily free-flow play.
- The manager is forward-thinking in her approach. She devises creative ways to involve and engage parents when evaluating the overall quality of the nursery. Highly focused strategies are also used by staff within the pre-school room to give children a voice, by gathering and acting on their views and opinions.
- The manager has ambitious plans to further enhance the overall provision to support and extend children's learning even more, as part of her plans for continual improvement.

## What the setting needs to do to improve further

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

- continue with plans to enrich the already imaginative and challenging experiences for children throughout the nursery, to further promote and support their learning and achievement at the very highest possible level.

### Inspection activities

- The inspector observed staff interacting with children, indoors and outdoors.
- The inspector spoke to managers, the company regional director, the divisional childcare adviser, staff and children at appropriate times during the inspection.
- The inspector viewed a range of written documentation, including children's records and policies. She checked evidence of all staff's suitability to work directly with children.
- The inspector took part in a joint observation with the manager and discussed the quality of staff's teaching and the impact it has on children's learning.
- The inspector spoke to a number of parents. She considered written feedback specifically provided for the purposes of inspection when evaluating the overall effectiveness of the nursery.

### Inspector

Karen Tyas

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The management team ensures that all staff undergo a rigorous recruitment and vetting process to ensure that they are suitable to work with children. All staff have a strong knowledge of the procedures they must follow in the event that they have concerns about a child's welfare. The manager demonstrates a commitment to pursuing and maintaining overall excellence throughout the nursery. For example, she has made aspiring future plans, including to extend the already excellent range of challenging resources in the outdoor area and in the baby room. The manager recognises the importance of professional partnerships and works closely with relevant professionals when required. Local teachers are invited to the nursery as part of staff's commitment to supporting children's moves to other settings. Parents are extremely appreciative of staff and are delighted with the excellent progress their children make.

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

Staff are highly committed to their roles and are enthusiastic in their approach. They expertly enthuse, challenge and motivate children to learn and explore. For example, pre-school children had great fun during an outdoor sensory activity. They used water, glitter and scent to mix imaginary magic potions. Staff skilfully extend children's thinking skills. They encourage them to solve mathematical problems and to think deeply about what they are doing in small-group activities. Staff expertly support children's growing communication and language skills, including those who speak English as an additional language. Pre-school children are eager to sing songs and join in with the actions. They talk about the effects of physical activity on their bodies. Staff in the toddler room have completed specific training on how to further enhance group discussion times. This supports young children to benefit from language-rich social activities that broaden their vocabulary. Children are well supported as they refine the pronunciation of words.

### Personal development, behaviour and welfare are outstanding

Staff swiftly and hygienically address all children's personal care needs, such as nappy changes. They use positive language and praise when speaking to children, and are excellent role models. All children behave extremely well and have highly effective nurturing interactions with staff. All ages of children benefit from challenging and physical outdoor play. They balance on stepping stones, clamber over tyres, and use bicycles and see-saws. Babies have immense fun as they play in water and sand. They stamp their feet up and down in excitement, and smile broadly as they play. Children enjoy nutritious food and snacks, freshly prepared at the nursery, and are offered water to drink.

### Outcomes for children are outstanding

All children are highly active and confident learners. They are prepared extremely well for the next stages in their learning. Children learn to count in sequence, understand quantity and identify colours. They use scissors, pour and mix ingredients. Children make choices, fetch their own hats from their bags and put on their coats. They settle quickly when they first arrive at the nursery and have great fun. Children's joyful and charming personalities contribute to the welcoming atmosphere of the nursery.

## Setting details

<b>Unique reference number</b>	EY392495
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10070835
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	60
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	13 March 2015
<b>Telephone number</b>	01482620388

Busy Bees Day Nursery at Hull is one of a number of day-care provisions owned by Busy Bees Nurseries Limited, which took over the registration in 2009. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am to 6pm. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one member of staff who holds early years educator status and the manager who holds a relevant degree qualification. The nursery receives funding to provide funded early education for two-, three- and four-year-old children.

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