

Busy Bees Day Nursery at Altrincham

72 Ellesmere Road, Altrincham, Cheshire WA14 1JD



Inspection date	13 February 2019
Previous inspection date	22 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff working in the baby room provide an exceptional quality of care. Babies are happy and settled and they swiftly build secure emotional attachments with their key person.
- The new manager and team of staff work diligently and have addressed the actions raised at the last inspection. Leaders and managers have carried out a full refurbishment of the premises. The environment is safe, bright and welcoming and exceptionally well resourced for children of all ages.
- Partnership and engagement with parents is effective. Staff share a wide range of information with parents. For example, they share daily information about children's care and learning. Furthermore, they encourage parents to engage in their children's learning through home learning books, newsletters and online interactive learning applications.
- Staff take their time to get to know individual children's needs well. They use accurate observations and assessments effectively to plan for children's next steps in learning. Staff actively include and encourage children's interests and choices in play.
- Children have exciting opportunities to develop their physical skills. For example, older children enjoy running in the garden, chasing bubbles and staff use intriguing play objects to encourage babies to crawl and walk. In addition to this, there are new ballet and dance classes to encourage children's balance and strength.
- Overall, there is a comprehensive training programme available for staff and ongoing opportunities to support their professional development. However, systems for coaching and monitoring staff practice do not precisely focus on raising the good quality of teaching even further.
- At times, staff do not enhance the level of challenge and fully extend children's thinking skills to encourage them to achieve even higher.

What the setting needs to do to improve further

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

- build on the existing systems for coaching and monitoring staff, to focus more precisely on raising the quality of teaching to an outstanding level
- provide more opportunities for children to extend their thinking skills and receive higher levels of challenge in their learning.

Inspection activities

- The inspector observed the quality of teaching and interactions indoors and outdoors and assessed the impact this had on children's learning.
- The inspector completed a tour of the premises and talked to staff and children during the inspection.
- The inspector completed joint observations with the manager and discussed these.
- The inspector took account of the views of some parents.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of leadership and management is good

The new manager is enthusiastic and works closely with the leadership team. She reflects accurately on the setting and is committed to establishing high-quality care and learning. Furthermore, she makes positive use of the views of staff, children and parents to make ongoing improvements. Parents praise the setting and provide positive feedback. They comment on how well their children settle and make progress. Some parents compliment the wide range of activities and resources available for children. Safeguarding is effective. All staff complete child protection training and the manager checks that their knowledge and understanding is up to date. Recruitment and induction procedures are robust, to ensure staff are skilled and suitable to work with children. The manager monitors the progress of all children to identify and close any gaps in their achievement as quickly as possible.

Quality of teaching, learning and assessment is good

Babies smile and move their hands and bodies with delight while listening to nursery rhymes and songs. They enjoy a variety of rich sensory activities. For example, they explore musical toys and observe their reflections in mirrored balls with happy curiosity. Staff encourage children's interest in mark making and support their early literacy skills well. Staff also support children's communication and language development. For instance, they read traditional stories and ask children questions to encourage their speaking skills. Children listen with keen interest and enjoyment and some children accurately recall events in the story. Staff value children's home languages, while helping children to learn new words in English.

Personal development, behaviour and welfare are outstanding

Babies benefit from exceptionally warm and nurturing interactions. Staff are caring and gentle and provide babies with attention, reassurance and comforting cuddles. There is a superb focus on promoting health and safety. For example, staff use mascots, such as 'Happy Sally' and 'Behaviour Bob' to teach children how to keep themselves safe. Furthermore, staff carry out ongoing risk assessments to keep the environment safe and clean. Staff support children's confidence and independence very well. For instance, children carry out manageable tasks for themselves, such as pouring their own water from the drinks station and serving their own food. Staff are respectful and kind in their interactions with children and are excellent role models of positive behaviour. Children enjoy healthy, nutritious and freshly cooked meals, which fully meet children's dietary needs and preferences.

Outcomes for children are good

Children are engaged and interested in their learning. They are motivated and develop good social skills. Children, including those who speak English as an additional language, develop skills to help to prepare them for the next stage in their learning. Older children behave well and confidently follow the daily routine. They identify shapes and colours and learn simple counting. Children show curiosity about the world around them. For example, during their play outdoors with ride-on cars, children show that they understand the purpose of petrol stations and traffic lights.

Setting details

Unique reference number	310342
Local authority	Trafford
Inspection number	10085260
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 3
Total number of places	82
Number of children on roll	11
Name of registered person	Busy Bees Day Nurseries Limited
Registered person unique reference number	RP900809
Date of previous inspection	22 February 2018
Telephone number	0161 928 9203

Busy Bees Day Nursery at Altrincham registered in 2000. The nursery employs five members of childcare staff. Of these, one holds early years teacher status, one holds a relevant qualification at level 4, one holds a relevant qualification at level 3 and one holds a relevant qualification at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm.

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