

Busy Bees Day Nursery at Wigan Scholes

Windmill Close, Wigan WN1 3QS



Inspection date	28 February 2019
Previous inspection date	8 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The well-qualified staff provide a very warm and welcoming environment for children to explore. Children enjoy a wide range of opportunities that reflect their individual interests well and help to ignite their thirst for learning.
- Planning and accurate assessments are used effectively to help children to make good progress. Observations of children's engagement in activities provide a clear overview of what children can do and what they need to learn next.
- Partnerships with parents and other professionals are strong. Parents are extremely complimentary about the care their children receive and the guidance they get to support children's learning at home. Staff involve parents effectively in their child's learning and keep them informed by frequently sharing information about their progress through parents' evenings, newsletters and daily discussions.
- Children with special educational needs and/or disabilities (SEND) are given positive support to meet their individual needs. Staff utilise guidance from outside agencies and work closely with parents to help to identify any additional support that may be required.
- Leaders and managers are keen to continually improve the nursery. Highly effective self-evaluation procedures capture the views of parents, staff and children. For example, older children are members of the 'children's council', where they are asked to input their ideas and suggestions.
- Not all staff consistently use skilful questioning techniques and allow children sufficient time to respond to the questions that they ask.
- Occasionally, children's learning and engagement in activities is interrupted to carry out routine activities.

What the setting needs to do to improve further

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

- support staff to develop their teaching skills further, so that they consistently use skilful questioning techniques and give children sufficient time to respond
- consider the organisation of routines, so that they do not impact unnecessarily on children's engagement and learning opportunities.

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 manager. She looked at relevant documentation, such as the nursery's development plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a thorough understanding of the procedures to follow should they have any concerns about a child's welfare. The manager monitors and tracks children's progress carefully. Swift action is taken to address any gaps in learning. For example, following a detailed analysis of recent data, the setting is working hard to address children's mathematical development. Staff access a wide range of training and engage in frequent supervision meetings. Staff are keen to improve their practice based on the observations their manager has made of their performance. This helps to secure strong practice and creates an effective culture of reflective practice.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. Staff introduce new words during activities and use repetition to support children's developing communication and language skills. Children have immense fun exploring their favourite stories. They go on a bear hunt and copy the actions modelled by staff. Babies enjoy exploring musical instruments and interactive toys. They copy as staff model how to bang a drum and use a shaker. Toddlers enjoy making marks for a purpose. They look in a mirror and draw their eyes, nose and mouth. They have opportunities to play with sand, water, paint and dough. They build with bricks and link pieces of a train track together, developing their problem-solving skills. Older children experiment with a wide range of craft materials, which helps to develop their creative skills. For example, they create bird boxes using leaves, paint and straws. Older children develop their emerging literacy skills. They are encouraged to 'self-register' as they recognise their name and begin to talk about letter sounds.

Personal development, behaviour and welfare are good

The key-person system is very effective and individual care routines for children are supported well by caring and attentive staff. Staff prioritise children's emotional well-being. They listen to children's ideas and suggestions and celebrate their achievements. This helps to develop children's self-esteem and sense of belonging. Children enjoy outdoor experiences regardless of the weather. Younger children develop their large-muscle skills as they climb and balance on soft-play equipment. Older children participate in 'wake up and shake up' sessions, PE lessons and sporting activities such as football. Children are learning the importance of hygiene and health, such as handwashing routines and healthy eating. They enjoy helping staff as they tidy away toys.

Outcomes for children are good

Children make good progress and are developing the skills and attributes required for the next stage in their learning, including their eventual move to school. Younger children follow instructions well. They begin to share and take turns as they play collaboratively with their friends. Older children use number names and mathematical language during their play. They count as they build towers and talk about size and quantity. Children form good relationships with others. They make independent decisions about what they want to play with and demonstrate high levels of self-confidence and

self-awareness.

Setting details

Unique reference number	EY486979
Local authority	Wigan
Inspection number	10066819
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	94
Number of children on roll	130
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	8 July 2016
Telephone number	01942 239939

Busy Bees Day Nursery at Wigan Scholes registered in 2015. The nursery employs 28 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above. The nursery operates all year round from 7.30am to 6.30pm, Monday to Friday. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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