

# Bee Bright Day Nursery

11 Gatenby, Peterborough PE4 6JU



<b>Inspection date</b>	1 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff establish good partnerships with parents. There is an effective two-way flow of information. Staff share with parents details of how they may support children's ongoing learning at home.
- The provider values the staff, who work well together. Staff benefit from regular supervision meetings and state that they feel well supported to develop their practice. They are committed to continually enhancing their skills and knowledge to help raise outcomes for children.
- Staff know children well. They observe children as they play and plan a wide range of activities that reflect their individual stage of development and emerging interests. Children make good progress.
- Children develop strong bonds with staff and demonstrate that they feel safe and secure in their care. For example, children are confident to seek cuddles should they feel upset.
- Staff encourage children to do things for themselves. Children take turns to serve their food at mealtimes and put on their coats to play outside.
- Staff give children lots of praise and encouragement. This helps children to develop good levels of self-esteem.
- Sometimes, staff do not make the most of opportunities to promote children's understanding and interest in volume and capacity.
- Occasionally, staff do not give children enough time to think and respond to their questions and statements.

## What the setting needs to do to improve further

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

- broaden opportunities for children to explore and understand capacity and volume
- give children enough time to think and respond to questions and statements.

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

**Inspector**  
Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider ensures staff receive regular training in child protection and wider safeguarding issues. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The provider implements effective recruitment processes to help assure the suitability of adults working with children. The provider regularly reviews the progress made by individual children and the different groups of children that attend. She analyses the information to help her review, coach and develop staff practice. The provider gathers the views of staff, children, parents and the local authority to review the effectiveness of practice and to identify what can be improved. Parents are positive about the nursery. They state that they feel their children are well cared for and make good progress in their learning.

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

Staff have a good understanding of how to promote children's learning and development. They talk to children as they play, introducing new words to help build children's vocabularies. Babies babble and giggle as they explore books and build with bricks. Staff name objects and repeat babies' sounds to them. Older children confidently identify fruits and vegetables as they take turns in matching games. Staff encourage them to recall prior experiences. For example, children talk about Halloween when they identify pumpkins. Staff work closely with parents to help them gain additional support for their child if needed. They are enthusiastic to use ideas they gain from training to promote children's progress in learning. For instance, staff use a range of strategies to support children's communication and language development.

### Personal development, behaviour and welfare are good

Children settle quickly, self-selecting toys and resources to enjoy with their friends, both inside and outside. Staff provide a safe environment, quickly mopping up any spillages to reduce potential hazards. Children learn how to keep themselves safe. For instance, they learn how to safely use climbing frames outside and consider the space they need to ride on balance bicycles. Children are curious about the world. They thoughtfully watch insects and find safe places for them in the garden. Staff ensure children's emotional well-being is supported through times of change. For example, they invite Reception teachers to the nursery to meet children prior to their move to school. Staff visit schools with children to enable them to become familiar with the new environment.

### Outcomes for children are good

Children make good progress given their starting points and capabilities. They are active learners who confidently explore the environment. Babies receive gentle encouragement as they begin to walk and speak their first words. Older children share and take turns as they play. All children thoroughly enjoy listening to stories and sharing books. Older children demonstrate good listening and attention. They follow instructions to tidy up and wash their hands before they eat their freshly prepared lunch. Children gain the key skills that will support the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY543013
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10090414
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Ayres-Harris, Kate
<b>Registered person unique reference number</b>	RP543012
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01733 578888

Bee Bright Day Nursery re-registered in 2017 and is privately owned. The provider employs 10 members of childcare staff. Of these, five hold an appropriate early years qualification at level 3, and four hold a qualification at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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