

<b>Inspection date</b>	7 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

- There is an effective key-person system which successfully promotes children's development and well-being. Caring and nurturing staff listen attentively to children and use what they know about children's interests and routines to ensure they feel safe and secure.
- Staff provide good support to enable children to develop their early writing skills. They offer enjoyable group activities to strengthen hand muscles, promote independent mark-making opportunities throughout the setting and give focused support to help children to link letters to the sounds that they represent.
- Partnerships with parents, other providers and professionals are good. Information about children is shared in a range of ways. This contributes strongly to meeting children's needs and ensuring consistency in their care and learning. Parents are complimentary about the nursery and comment on how much their children enjoy attending.
- Although staff benefit from a range of regular training experiences, staff supervision does not yet focus precisely enough on staff's individual development needs to raise the quality of teaching to the highest level.
- Sometimes, the planned next steps in children's learning are too broad. This means staff are not able to plan precisely enough to ensure children make the best possible progress.

## What the setting needs to do to improve further

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

- refine staff supervision and monitoring, to identify individual development needs and tailor support to help them raise the quality of teaching to a higher level
- plan more precisely for children's learning to make sure their identified next steps are more specific and achievable so they make even better progress.

### Inspection activities

- The inspector had a tour of the premises. She observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and children during the inspection and took account of their views.

#### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are well informed and understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Staff supervise children well and maintain a safe environment. Recruitment, vetting and induction procedures are rigorous to check staff suitability. The experienced and knowledgeable manager is an extremely good role model. She works alongside the staff on a daily basis and has an accurate overview of the quality of the nursery.

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

Children are keen and enthusiastic learners. They follow instructions well and are familiar with the daily routines. Children's language development is fostered well. For example, staff play alongside children and comment on what they are doing. They spend time talking and listening to children to help build on their speaking skills. Children are eager and enthusiastic to take part in the activities offered to them. They enjoy reading books and listening to stories read by enthusiastic staff. The management team monitors children's development effectively. The team meets regularly with staff to discuss their key children's progress and complete group tracking documents to help identify any gaps in their learning.

### Personal development, behaviour and welfare are good

Staff gather relevant information from parents about what their children know, can do and need to learn next. They use this information along with their ongoing observations to establish children's starting points and support their learning effectively. Staff are good role models for children. For instance, they talk to children in a calm way and support their social and emotional skills effectively. Children learn to share resources fairly and to take turns. Children learn to respect the feelings of others. Staff teach children about different people in the community. Children develop a good understanding of healthy lifestyles. They enjoy nutritious snacks and well-balanced meals. Staff talk to children about the reasons why healthy eating and dental hygiene are important. Children have lots of opportunities to be physically active outdoors and inside.

### Outcomes for children are good

All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress in relation to their starting points. They are confident, keen and enthusiastic learners who are beginning to have their own ideas and be in control of their own decisions. Young children show sustained levels of concentration and enjoy trying new experiences, investigating and exploring. Children develop the necessary skills to help prepare them for their future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	EY544477
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10091461
<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 - 4
<b>Total number of places</b>	98
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Lets Play To Learn Ltd
<b>Registered person unique reference number</b>	RP544476
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01782 287959

Busybugs registered in 2017. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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