

Busy Bees Day Nursery at Coventry Tile Hill

Leigh Court, Torrington Avenue, Tile Hill, Coventry CV4 9XZ



Inspection date	19 March 2019
Previous inspection date	28 March 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

- Staff form warm and caring relationships with the children. Children are confident to communicate with them and seek them out for reassurance and comfort.
- The very stimulating environment offers children a broad range of learning experiences. Children make independent choices about their play and learning.
- All children, including those with special educational needs and/or disabilities, make good progress. Their learning is closely monitored and next steps are planned based on children's interests and developmental stage.
- Children are supported to develop their self-help skills from an early age, for example as they begin to feed themselves. Pre-school children competently manage their own outdoor clothing and help to tidy away their snack.
- Children spend time outdoors every day. They engage in physical activity as they explore the wide range of learning opportunities.
- Staff have effective relationships with other agencies involved with children, to address continuity of care and learning. They work closely with schools to support smooth transitions for children.
- Parents speak positively about the nursery. They are happy with the care provided for their children and feel well communicated with regarding their children's experiences. They value the healthy meals provided and the care taken to meet all dietary needs.
- At times, staff do not make the most of all opportunities to fully support babies to begin to use single words. They do not consistently support young children to further develop their speaking skills by extending their vocabulary and beginning to engage in conversation.
- On occasions, during routine times of the day, including group activities, teaching does not consistently support babies and young children to be fully engaged in their play and learning.

What the setting needs to do to improve further

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

- enhance practice further to make the most of opportunities to fully support babies to begin to use single words and for young children to further develop their speaking skills by extending their vocabulary and beginning to engage in conversation
- review some group activities, supporting younger children's learning effectively at these times and during routine times of the day.

Inspection activities

- The inspector observed the quality of teaching activities and supervision outdoors and indoors and assessed the impact of this on children's learning.
- The inspector completed joint observations of staff practice and discussed this with the manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector met with the manager.
- The inspector looked at relevant documentation, including policies and procedures, staff recruitment and children's assessments.
- The inspector spoke to parents and took account of their views.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff are aware of their responsibility to protect children from abuse and neglect. They know the procedures to follow if they are concerned about a child. The manager is aspirational in her vision for the setting. There are systems in place to monitor the quality of teaching and learning and staff are encouraged and supported to further their professional knowledge and qualifications. Staff meetings and individual meetings with staff are used to ensure knowledge of safeguarding is maintained and to train staff to further enhance practice. Relationships with parents are valued and there are occasions planned throughout the year for them to spend time in the setting. For example, they are invited to weekend open days and to join some activities within children's regular sessions, such as when the police came to visit.

Quality of teaching, learning and assessment is good

Staff know the children well and skilfully adapt their support and expectations to meet children's individual needs. Staff actively engage in play with children and extend their learning, such as when children bring vehicles to play with in dough. Babies are shown how the tyres can make marks in the dough and young children are supported to consider how they could use the different resources together. Staff have high expectations of pre-school children and they respond to this very well. They demonstrate their enthusiasm for learning and make effective independent choices about their play. For example, small groups of children work together to tell complex stories or draw around each other's hands, also comparing the size. Staff plan activities which motivate and challenge children, such as when pre-school children explore ice they had frozen in containers. Children excitedly discuss how to remove the ice before they begin to experiment with tools.

Personal development, behaviour and welfare are good

Babies and children confidently move around the engaging learning spaces with the support of staff. Staff ensure they are at the children's level as they play and eat. Children respond positively to staff interactions. Behaviour is very good. Staff gently intervene to teach babies and young children about sharing and taking turns. Pre-school children follow the rules and boundaries very well, for example, they independently tidy away resources before selecting something else to use. Children's relationships with one another are very good. Older children are considerate of younger ones when they play together outside and children actively choose to engage in learning together. Babies and young children develop their handling skills well as they explore a range of resources, for example dough, jigsaws, blocks and sand.

Outcomes for children are good

Children acquire the skills and dispositions to support them well as they move through the provision or on to school. They are motivated to learn. Children are introduced to and begin to use number in their play. They enjoy books and stories and demonstrate their understanding as they choose to read and handle these independently. Older children express themselves confidently and use a broad vocabulary.

Setting details

Unique reference number	EY435252
Local authority	Coventry
Inspection number	10074943
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	56
Number of children on roll	83
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	28 March 2016
Telephone number	03000068145

Busy Bees Day Nursery at Coventry Tile Hill registered in 2011 and is one of a national chain. The nursery employs 10 members of childcare staff. Of these, six hold an early years qualification at level 3 and one holds an early years qualification at level 2. The nursery opens Monday to Friday from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

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