

# Buzy Bee - An LEYC Nursery

145-147 Sutton Avenue, Coventry CV5 7ER



<b>Inspection date</b>	16 April 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

- The provider and manager are committed to developing the nursery continually and providing a caring and good-quality learning environment. They gather the views of staff, children and parents to help them in planning future improvements.
- Staff in this family orientated nursery are very knowledgeable about how young children learn. The sharply focused planning ensures all children's learning styles are known and children make good progress in relation to their starting points.
- Staff manage children's behaviour well. All children behave very well and consider the feelings of their friends during play. They are kind, helpful and enjoy assisting staff to tidy toys away.
- Parents speak highly of the nursery. They describe it as a place where their children play very happily and make good progress. They also describe staff to be very flexible, approachable and welcoming.
- Staff prioritise children's safety. For instance, they supervise children well at all times and carry out regular head counts to ensure their safety. Staff check all areas of the nursery to protect children from harm. The provider and manager ensure that all staff are suitably checked during the recruitment process, and that they are all aware of policies and procedures.
- Staff do not always plan as precisely as possible to challenge and extend children's learning in order to help them make even more rapid progress.
- Not all staff are confident in how they would implement the 'Prevent' duty element of the thorough safeguarding policy.

## What the setting needs to do to improve further

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

- make even better use of children's next steps in learning to plan more challenging activities and extend more fully the learning of individual children
- monitor even more rigorously staff's knowledge of policies and procedures, with particular reference to the 'Prevent' duty.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this had on learning and development.
- The inspector completed a joint inspection of an activity with the manager.
- The inspector held a meeting with the director and manager. Together they reviewed relevant documentation, including recruitment processes, and discussed self-evaluation and priorities for improvement.
- The inspector took into account the views of parents spoken to on the day.
- The inspector held discussions with the provider and manager. She looked at evidence of the suitability of persons working in the setting.

#### Inspector

Jennifer Turner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibility to follow the safeguarding procedures in the event of a concern about a child's safety. Effective recruitment, vetting and induction ensure all staff are suitable for their roles. Procedures are also in place to check staff's ongoing suitability during every supervision meeting. The staff work well together and offer support through observing each other's practice and offering suggestions for improvements. The manager has developed a very successful way of monitoring the progress of groups of children so that she can identify any gaps in their learning and address these as soon as possible. This monitoring and beneficial evaluation techniques enable her to use additional funding effectively to narrow any gaps for children in need.

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

Children are eager to learn and benefit significantly from a good mix of adult-led and child-initiated activities. For example, children show delight in finding hidden toy wild animals in the garden and talk about being the zoo keeper. Staff make good use of the information they obtain from observations to provide a range of activities, particularly indoors, that help to extend children's learning and build on their skills. For example, younger children enjoy using small-world play characters, animals and vehicles to play make-believe games. Staff assess the skills children already have, to plan future goals. They clearly communicate children's next steps and future learning needs with parents, so that parents can work with children at home. Older children confidently learn letters and the sounds that they make. They sign simple words, such as please, thank you, dinner and drink, and are beginning to combine these into short sentences.

### Personal development, behaviour and welfare are good

Staff have high expectations of all children and the effective key-person system supports children's emotional well-being well. All children enthusiastically explore their surroundings. For instance, they choose what they would like to play with. Staff have close, caring relationships with children. They interact positively with children, for example by smiling and using eye contact and gentle tones of voice. Children gain good independence skills. For instance, older children help to serve their own meals and clear their plates when they have finished. Younger children are encouraged to take off their slippers and put their shoes on to go outdoors to play. Children enjoy healthy options during meal and snack times and follow appropriate hygiene practices, helping to establish good habits and an understanding of promoting their health.

### Outcomes for children are good

All children make continued progress from their starting points and develop the skills needed for the next stage in their learning and school. Young children develop their physical skills as they explore different textures, such as sand and dough, to make biscuits. Older children are self-assured and talk freely and enthusiastically to staff and visitors about what they are doing. Children develop strong skills in communication, language and literacy. They enjoy sharing stories with staff and singing familiar songs. They learn to express themselves in different ways, including using visual signs.

## Setting details

<b>Unique reference number</b>	EY551392
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10097466
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Legacy Early Years & Childcare Ltd
<b>Registered person unique reference number</b>	RP551391
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02476 464 777

Buzy Bee - An LEYC Nursery registered in 2017. The nursery employs 11 members of childcare staff, the majority of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round, except for bank holidays and Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three-and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

