

Busy Bees Day Nursery at Thetford

Mallow Road, Thetford IP24 2YD



Inspection date	18 April 2019
Previous inspection date	6 April 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 motivated manager and staff team reflect on and evaluate the service to identify strengths in practice and areas for further improvement. They make changes to enhance the experiences children receive, such as their recent garden redevelopment.
- Children develop good physical skills and enjoy extended periods of time outside in the fresh air. They manoeuvre on and around a large, block obstacle course as they practise climbing, balancing and jumping. Staff encourage babies to practise their early physical skills, such as pulling themselves to standing and taking steps.
- Children form warm bonds with staff. This has a positive impact on their emotional well-being and helps them to settle. From a young age, children demonstrate that they feel happy, secure and comfortable in the nursery.
- The premises are bright and attractively presented. Staff display photographs of children alongside their artwork. This promotes children's sense of belonging and demonstrates that their work is valued.
- Children are curious, motivated learners. They speak confidently to the inspector. Children talk about their day and what they like best about the nursery and its new garden.
- Parents talk about the supportive staff and how they sensitively helped children to settle into the nursery. They comment on the range of activities on offer to children, particularly the focus on mathematics and literacy for older children. Parents praise the healthy meals and outdoor access children enjoy.
- Although staff have good relationships with parents, the arrangements to engage parents with their children's learning and experiences in the nursery are not fully effective in all cases.
- Sometimes staff do not fully utilise children's curiosity and imagination around scientific concepts, to further support their understanding of how things work or why things happen.

What the setting needs to do to improve further

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

- explore different strategies to strengthen partnership working with parents and develop highly successful approaches that engage all parents in their child's learning in the setting and at home
- build on children's curiosity and imagination to further support their interest in scientific concepts, particularly how things work or why things happen.

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 held a number of discussions with the manager and regional manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify signs and symptoms that may indicate a child is at risk of harm and they understand the wider issues around child protection. Staff are fully aware of what to do should they have any concerns about children's welfare. The manager and room leaders regularly track the progress of individuals and groups of children. They also use this information to identify gaps in learning and inform their plans for learning environments and activities to support children's development. The manager implements an effective programme of supervision and training for staff. The team also meets regularly to discuss policies, share ideas and update their knowledge. This promotes a consistent approach and supports staff development. Staff build good links with other professionals, such as health visitors and the Reception teachers of local schools.

Quality of teaching, learning and assessment is good

Staff know their key children well. They work closely with parents to gather information about children's interests and what they can already do, when they begin settling into the nursery. Staff use this information to help inform their initial assessments and plan activities that will engage and motivate children. Staff encourage children to explore the floating and sinking properties of different objects. They help them to make predictions and think about potential changes to items, such as chalk colour, when they are submerged in water. Staff encourage children to count during everyday activities. They count pretend coins, steps, and as they sing nursery rhymes. Children use toys creatively. They build with foam bricks and make runs for their toy vehicles with guttering. Babies explore natural and sanded wooden blocks with interest. Staff comments while babies play help to support their early language skills.

Personal development, behaviour and welfare are good

Staff interactions with children are warm and positive. They praise children and show an interest in their play and actions. Staff play alongside children, modelling how to use different equipment. This helps to build children's self-esteem and encourages them to join in. Healthy living is promoted well. Children enjoy home-cooked meals and snacks. Staff are aware of children's dietary needs and ensure that they serve food safely. They talk to children about the importance of drinking water and wearing sun protection on hot days. Children develop their personal care skills well, appropriate to their individual age and ability. Staff explain behavioural expectations in a clear way. They discuss the consequences of particular actions, such as playing roughly with toys, so that children can understand. Staff encourage children to take turns and to wait patiently. Children listen to staff and can follow instructions well.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress from their starting points. Babies are eager to babble and talk and show an interest in exploring the world around them. Older children begin to show an interest in letter sounds and mathematical concepts such as shape and size. They gain skills that will support their future learning, including at school.

Setting details

Unique reference number	EY486890
Local authority	Norfolk
Inspection number	10076437
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	73
Number of children on roll	120
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	6 April 2016
Telephone number	01842 752757

Busy Bees Day Nursery at Thetford registered in 2015 and is part of a national chain of settings. The nursery employs 22 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are offered from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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