

# Queen Bee's Day Nursery

316-318 London Road, Benfleet, Essex SS7 5XR



<b>Inspection date</b>	9 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

- Staff support children's emotional well-being well. They form strong, caring relationships with children and are quick to respond to their needs and interests. As a result, children are happy, confident and feel secure in the nursery.
- Children and babies are eager to explore the stimulating environment and motivated to develop their skills. They have access to a wide range of good-quality resources which provide them with exciting and interesting play opportunities, inside and outdoors.
- The manager and staff are highly motivated, reflect on practice and use their experience to ensure good outcomes for children. For example, they have developed effective systems for assessing the progress of individual children and planning activities.
- Parents are happy with the care provided. They say friendly staff provide regular updates to them about their children's progress. Parents receive ideas from managers and staff as to how they can support their child's learning at home.
- Children are very well behaved. Staff encourage and celebrate children's good behaviour and deal with incidents of unwanted behaviour sensitively and appropriately. Therefore, children are supported to learn right from wrong and to keep themselves safe.
- The tracking and analysing of the progress made by different groups of children, to help support them in making even more progress in their learning and development, are not yet fully embedded in practice.
- The manager does not ensure that staff consistently seek precise information from parents about children's learning and development before they start at the nursery.
- When interacting with children during their play and activities, staff do not consistently give children enough time to consider their questions and provide a response, to maximise their learning.

## What the setting needs to do to improve further

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

- focus more precisely on the progress made by different groups of children to support them in making even more progress in their learning and development
- extend the range of information sought from parents when children start at the nursery and establish an in-depth understanding of children's starting points
- improve teaching to ensure staff give children enough time to think and respond to their questions, in order to maximise their learning.

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

**Inspector**  
Tina Mason

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff receive a wide range of information and training to ensure they are up to date and have a secure understanding of safeguarding practices and concerns. All staff are trained in first aid, well deployed and qualified to ensure the safe and effective management of the setting. A robust induction programme is in place for new staff, so they understand their roles and responsibilities right from the start. The manager has high expectations of staff, who receive very good support to help them develop and improve, for example through mentoring, supervision, team meetings and training.

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

Staff make regular checks on children's progress to ensure that any gaps in their learning are identified and addressed through careful planning. Staff encourage children to develop their muscle skills and early writing skills effectively. For example, babies develop their confidence alongside the reassuring support of staff. They enjoy the sensory feel of paint with their hands and brushes and start to make marks. Young children use chunky chalks outside. They experiment with wiping off their marks and then making more. Staff are effective at supporting young children to make choices. For example, all children enjoy singing songs and delight in joining in with the actions to songs and playing musical instruments.

### Personal development, behaviour and welfare are good

Children behave well. Staff use focused activities to offer children interesting ways to explore their emotions and develop their self-awareness. They use discussion and negotiation effectively to help children share toys and take turns with each other. This includes children whose needs require sensitive intervention and extra support. Staff actively involve children in nursery routines to help develop their independence. For instance, children tidy away the toys and serve themselves food at mealtimes. Staff offer children interesting resources outdoors and encourage them to be active.

### Outcomes for children are good

Children gain good skills in readiness for the next stage in their learning and their move on to school. Children's communication, language and social skills develop effectively, including those children who speak English as an additional language. Babies learn new words and young children count with increasing confidence. Older children talk and share their experiences in a group and learn the initial sounds to letters. Children learn to appreciate the company of others as they enjoy social mealtimes and take turns in conversation. Two-year-old children in receipt of funding make progress that is typical for their age. Children with special educational needs and/or disabilities receive close support to reach their potential.

## Setting details

<b>Unique reference number</b>	EY550240
<b>Local authority</b>	Essex
<b>Inspection number</b>	10101543
<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>	54
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Queen Bee's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP550239
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01268928560

Queen Bee's Day Nursery registered in 2017. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications between level 3 and 5. The nursery operates all year round, except for bank holidays. Sessions are from 7.30am to 7pm, Monday to Friday. The nursery provides funded early education for two-, three-, and four-year-old children.

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