

Busy Bees Day Nursery at Gillingham



Gooden Way, Beechings Way Industrial Centre, Gillingham, Kent ME8
6AD

Inspection date	13 May 2019
Previous inspection date	27 June 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 are effective in helping to encourage children's thinking skills. For instance, children explore how the texture of the dough changes as they add more flour. They are developing good problem-solving skills.
- Partnerships with parents are good. Parents are informed regularly about their children's achievements and receive good guidance to support their learning at home.
- Staff are good role models. They give children clear, positive instructions so that children understand expectations. Children's behaviour is consistently good and appropriate for their age.
- Staff supervise children well and give them opportunities to take managed risks in their play. For instance, children enjoy climbing on large play equipment and tyres to help strengthen their muscles and practise balancing.
- The manager and staff have a secure knowledge and understanding of the procedures to follow if they have any concerns regarding children's safety and welfare.
- The staff working with younger children do not consistently plan a wide range of experiences that cover all areas of learning, to help extend children's knowledge and skills.
- At times, the staff do not provide children with opportunities to explore making marks in different areas of their play, to develop fully their interest in literacy.

What the setting needs to do to improve further

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

- continue to support staff to develop their knowledge and skills, to ensure they plan activities that cover all areas of learning and development to meet children's next steps in learning
- review and improve the opportunities children have to explore making marks to develop further their interest in literacy.

Inspection activities

- The inspector observed activities in all rooms used by the children and in the outside area.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including accident and incident records, children's development records and staff files.
- The inspector spoke to parents to gain their views on the service they receive.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

Inspector
Sara Garrity

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager deploys staff effectively to ensure they supervise babies and children to keep them safe and secure. Daily safety checks and risk assessments help ensure that children always play in a safe environment. The manager accurately monitors and tracks the progress of all children to identify quickly any gaps in learning and provide any additional support needed. She has established strong links with early years professionals and schools to help meet children's individual needs and provide a consistency of care and learning. The manager recognises the importance of having a strong staff team. She has implemented robust recruitment and induction procedures to help ensure all staff are suitable and supported fully in their roles. She receives support from the regional director and managers of other settings owned by the company to help her develop her own practice.

Quality of teaching, learning and assessment is good

Staff are skilled at helping to support babies and children to develop their speech and language skills. For example, they name objects and movements to increase babies' vocabulary, and they sensitively use repetition when working with older children to ensure they hear the correct pronunciation of words. Staff make effective use of observations and assessments to help them identify children's next steps in learning. They care for babies and children in a well-resourced, stimulating learning environment where children are able to make informed choices in their play. They provide the children with a wide variety of media to experiment with. For instance, older children explore the smells and textures of the herbs, while babies investigate through sensory exploration as they touch the textured materials and look at the coloured lights.

Personal development, behaviour and welfare are good

Children are happy and thoroughly enjoy their time at the nursery. Staff sensitively support children who are moving between rooms and those going on to formal education. They have established effective settling-in procedures, which helps children's emotional well-being. Children learn to respect and value their own and other people's differences. They have a wide range of opportunities to learn about the world around them. For instance, they have visits from people in the community, such as firefighters and army personnel, to help them learn about their different roles. Staff teach children about how to lead a healthy lifestyle. The nursery chef provides children and babies with nutritious home-made meals and meets any specific dietary requirements.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points. They are confident and keen to develop their skills. For instance, they learn how to use a knife safely as they help to cut up fruit and vegetables at snack time. Children develop the skills they need for their future learning and move to school. For example, older children recognise the letters in their names. Children are kind to their friends and are developing their social skills. For instance, they take turns to show staff how they can dance and spin around in their sparkly dresses.

Setting details

Unique reference number	EY221307
Local authority	Medway
Inspection number	10073061
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	112
Number of children on roll	148
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	27 June 2016
Telephone number	01634 379352

Busy Bees Day Nursery at Gillingham registered in 2002 and operates in Gillingham, Kent. The nursery provides care from Monday to Friday from 7am to 6pm, for most of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 37 members of staff, of whom 22 hold relevant childcare qualifications at level 3 and eight hold qualifications at level 2.

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