

Busy Bees at Cheam

Ewell Road, Sutton SM3 8QL



Inspection date	19 July 2019
Previous inspection date	11 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Leaders are dedicated in their drive to secure sustained high-quality improvements. They are ambitious for children and are focused on improving standards for all.
- Children are confident to discuss their play when staff engage them in meaningful conversations about their learning. This was evident when children expertly discussed the how they made 'bear soup' and accurately recalled the ingredients they used.
- Children are self-assured and are able to take risks. For example, very young children challenge themselves to climb the steps of the climbing frame and then expertly manoeuvre themselves along the bridge.
- Staff are reflective when they evaluate the strengths and weaknesses in their teaching. Most are able to accurately assess the effect of their teaching on children's development.
- Staff are sensitive to the needs of young children and understand their personal care needs. They ensure children receive good support to settle quickly. Staff provide appropriate privacy when nappy changes occur.
- Children develop strong bonds with their key persons, who are enthusiastic and successful in promoting children's social and emotional well-being. Parents speak positively about the care their children receive.
- Staff do not always use their good knowledge of teaching techniques to improve children's phonic skills during planned activities.
- Leaders set high expectations for the staff team and provide focused training and support for less-experienced staff. However, the impact of this support is not yet evident for all children because learning and development are not consistently delivered at the highest levels.

What the setting needs to do to improve further

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

- evaluate the impact of the focused support and training being provided for staff, to ensure that they are all consistently working at the highest levels
- improve opportunities for all children to make better progress in their phonic skills during adult-led activities.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to staff and children, and held meetings with the leadership team. She carried out a joint observation with the manager to evaluate the quality of teaching during a planned activity.
- The inspector looked at a range of documentation, including information about staff recruitment, suitability checks and training, and discussed plans for further improvement with the leadership team.
- The inspector toured all areas of the nursery with the manager and discussed how the environment supports outcomes for children.
- The inspector spoke to parents and took account of their written testimonials received on the day of the inspection.

Inspector
Vicky Forbes

Inspection findings

Effectiveness of leadership and management is good

Leaders have effective systems for recruitment, induction and appraisal. They communicate their high expectations to all and encourage staff to constantly develop their knowledge and skills. Staff receive suitable support, training and supervision, which helps to secure good outcomes. Safeguarding is effective. Staff understand child protection issues and are clear about their responsibility to keep children safe from harm. They know the procedures to follow if they have a concern about a child's welfare. Leaders are reflective and this strengthens their expertise to support children's learning further. Partnerships with parents and other providers are strong. For instance, leaders are proud to share evidence of the regular 'focus' work and the 'you said, we did' initiative they have in place.

Quality of teaching, learning and assessment is good

Children, including those receiving funding, make good progress from their starting points. Staff monitor children's achievements effectively. They use their assessments to identify gaps and next steps in children's learning. Experienced staff know children's preferred learning styles, which helps them to deliver good-quality teaching experiences. Babies explore a range of different activities to develop their sensory skills. Older children experience a broad range of activities to stimulate their curiosity and develop their communication and critical thinking skills. For instance, children develop their scientific skills when they dig for hidden treasures and explain the effects of exercise on their bodies. Toddlers confidently identify some of the animals they know as they listen to and join in with familiar stories. However, weaknesses in knowledge and delivery from some staff make teaching inconsistent.

Personal development, behaviour and welfare are good

Babies who are settling in receive caring support from staff, who sensitively ensure they have the attention they need for a smooth transition. Toddlers and older children engage well with staff and unfamiliar adults. Staff treat children kindly and with respect, which helps them to develop warm, trusting relationships and enhance children's self-esteem. Staff use a range of strategies, such as praise and gentle encouragement, to nurture, protect and guide children. Staff invite parents in and they work collaboratively to ensure children build the emotional security they need, which supports their good behaviour. Children have daily opportunities to be active during outdoor play. They love exploring as they enjoy fresh air and build their coordination skills through physical activity. Children are confident and support their own learning as they develop their spatial awareness and balancing skills.

Outcomes for children are good

All children thoroughly enjoy their learning. They are inquisitive and eager to learn, particularly during their self-directed play. Children develop good independence, communication and language skills. This prepares them well for the next steps in their education. Children make choices from the good range of activities available. Older children articulately discuss their experiences and younger children listen to and join in with familiar stories.

Setting details

Unique reference number	EY404033
Local authority	Surrey
Inspection number	10108261
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	80
Number of children on roll	116
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	11 May 2016
Telephone number	02083938775

Busy Bees at Cheam is one of the nurseries run by Busy Bees Nurseries Limited. It re-registered in 2009 and operates in the grounds of Nonsuch High School in Cheam, Surrey. The nursery operates each weekday from 7.30am to 6.30pm, all year round. It employs 37 members of staff. Of these, 18 hold appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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