

# Busy Bees Day Nursery at Haslemere



Pitfold House, Woolmer Hill Road, HASLEMERE, Surrey GU27 1QA

<b>Inspection date</b>	2 August 2019
Previous inspection date	6 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff provide a warm and welcoming environment for all children. They are extremely settled and enjoy their time exploring the exciting resources and activities on offer to them. Babies and children have secure relationships with their key persons and other staff. This helps them to feel safe, emotionally secure and happy.
- Staff have a good knowledge and understanding of children's interests and stages of development. Regular observations of children's learning enable staff to plan appropriately challenging activities and identify next steps to support children's development. All children make consistently good progress.
- Children have regular access to the outdoors where they are able to take part in activities that incorporate the natural world. For example, children enjoy using magnifying glasses while taking part in bug hunts. Younger children have opportunities to plant seeds while others screech with delight while splashing in the water.
- Managers and staff have effective partnerships with parents. They communicate in a variety of ways, involve them in their children's development and value their feedback. For example, managers actively encourage them to become part of the 'Parent Partnership' group and provide a 'Lending Library' which helps encourage further learning at home.
- Managers and staff work in partnership with other settings that children attend and external agencies that support some children's development. They use communication diaries to share assessments and value suggestions from other professionals. This helps provide a consistent approach to children's ongoing progress and development.
- Although staff receive an induction and have access to online training, staff supervision does not yet focus precisely on their individual development needs to enable them to develop the quality of their teaching to an even higher level.
- At times, staff do not deploy themselves or organise the activities within the room effectively to ensure that children make the most out of possible learning opportunities.

## What the setting needs to do to improve further

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

- develop the induction and supervision systems to ensure that all staff receive targeted support and training, to help them further improve the quality of their teaching to an even higher level
- review the deployment of staff and organisation of activities to enable children to make the most out of their learning experiences.

### Inspection activities

- The inspector observed activities and staff interactions with children indoors and outdoors.
- The inspector spoke to managers, staff and children at appropriate times during the day.
- The inspector took part in a joint observation with the deputy manager.
- The inspector tracked some children's development, viewed records and sampled other documentation.
- The inspector spoke to some parents to gain their views and feedback on the setting and staff.

#### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of their role in protecting children from possible harm. They demonstrate confidence when talking about the procedures to follow should they have concerns and who to report these to. Managers make good use of meetings to test staff knowledge. For example, they create safeguarding quizzes for them to complete. Staff risk assess the environment regularly to ensure all areas are safe and security measures are robust. Managers have a positive attitude towards continuous development. They have worked hard to meet previous recommendations raised at their last inspection. For example, they have increased opportunities for children to develop their independence skills. The manager monitors children's development effectively. She meticulously gathers assessment information and identifies areas that children need to work towards.

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

Children benefit from a language-rich environment. Staff have a secure understanding of the importance of encouraging, checking and building on communication skills to enable children to become confident communicators. In the baby room, staff use lots of repetition of keywords to help reinforce children's knowledge of vocabulary. They also enjoy singing time and quickly learn actions as they dance happily with their key persons. Toddlers enjoy exploring fruit which staff use as an opportunity to develop their knowledge. Lots of repetition enables children to hear the words and have a go at repeating them. Staff praise children enthusiastically and successfully extend their language. For example, they say, 'Apple, well done! You have two apples.' Staff challenge older children by asking open-ended questions and encouraging their thinking skills, such as 'how can we fit this together?'

### Personal development, behaviour and welfare are good

Children behave well. Staff are positive role models and children understand how to act. Children are kind and considerate, play cooperatively and show compassion towards each other. Staff plan activities for the outdoor area which immediately engage children and encourage them to explore. This helps to promote their healthy lifestyles. Children have good opportunities to help develop their sense of safety. For example, they balance on low-level beams and understand that they have to move slowly. Children demonstrate impressive independence skills. For example, they use mirrors to help them wipe their noses. Children sit together for their snack and serve themselves, help to lay the table before eating, and clear away when they have finished.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress in preparation for their next stage in learning. From a young age, staff nurture children's love of books. Babies learn how to follow stories and turn pages. Toddlers enjoy taking their favourite books outside and making marks with sticks to re-enact characters from the story. Older children use books as a point of reference and to develop their knowledge. For example, they enjoy learning about insects and dinosaurs. Children thoroughly enjoy learning and have the confidence to try new tasks.

## Setting details

<b>Unique reference number</b>	119969
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108432
<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>	88
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	6 May 2014
<b>Telephone number</b>	01428 658726

Busy Bees Day Nursery at Haslemere registered in 1989. The setting is open on weekdays from 7.30am to 6.30pm, all year round, excluding Christmas and bank holidays. There are 25 members of staff who work directly with children, 17 of whom hold recognised early years qualifications. The setting provides funded early education for two-, three- and four-year-old children.

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