

Busy Bees Day Nursery at Lancaster

Ovangle Road, Lancaster, Lancashire LA1 5JR



Inspection date	6 August 2019
Previous inspection date	11 April 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Managers strive for excellence in all areas of this vibrant and well-organised nursery. The learning environment is purposeful, inspiring and enticing for all ages. This helps to ensure outstanding outcomes for all children. Self-evaluation is accurate and includes the voices of children, parents and staff.
- Staff are very confident in their roles and have an excellent understanding of the curriculum. They feel supported in their professional development. Staff access 'talent exchanges' and visit other settings to further enhance their already excellent professional knowledge. For instance, a member of staff recently visited the Netherlands to observe nursery practice.
- The extremely high-quality interactions between children, staff and parents ensure that children's emotional well-being is very well supported. As a result, settling-in and transition arrangements are highly effective.
- Children's behaviour is exemplary. They are well mannered and demonstrate care and respect for others as they access resources.
- The nursery caters for children's individual dietary needs particularly well. The snacks and meals it provides for children are nutritious and wholesome. Staff gather feedback from children to inform future menu options.
- Managers implement a range of highly successful strategies to engage parents in both their children's learning and the development of the nursery. For instance, managers have established a 'Parents Partnership Group', who they meet with regularly to discuss how the nursery could further improve.
- Parents speak very highly of the nursery and are extremely happy with the progress their children make. They explain that they feel that their opinions and suggestions are valued and acted upon. One parent spoken to at the inspection said, 'Our whole journey at this nursery has been so nice as staff genuinely care about the children.'

What the setting needs to do to improve further

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

- continue to strengthen the existing links with the local community to further enhance experiences for children.

Inspection activities

- The inspector looked at a sample of documentation, including policies, staff files and children's development records.
- The inspector viewed the premises and observed the children taking part in activities.
- The inspector engaged in discussions with the manager and staff at appropriate times throughout the inspection.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to parents and took account of their views.

Inspector

Donna Thorpe

Inspection findings

Effectiveness of leadership and management is outstanding

British values strongly underpin practice throughout the nursery. Staff are excellent role models for children and plan exciting activities that create a positive learning culture. The quality of teaching is consistently outstanding as the managers conduct rigorous self-evaluation and share their high expectations for all children with staff. Managers hold staff accountable for the progress of the children in their care. This inspires them to do their best for every child, so that all children make exceptional progress. Managers constantly seek feedback from parents and use this to drive practice forward. Safeguarding is effective. All staff talk confidently about the procedures to follow if they have concerns about children's welfare and are proactive about keeping children safe. Extremely robust recruitment systems and induction processes ensure that all staff are suitable for their roles.

Quality of teaching, learning and assessment is outstanding

Staff understand children's needs exceptionally well, and interactions are warm and responsive. Staff talk about the research they have considered when designing a lilac coloured area to calm and soothe babies as they settle. They provide a range of sensory activities for babies to explore, including different textured objects. Staff promote the development of communication skills particularly well. For example, staff mirror the noises babies make as they babble and encourage toddlers to shape their mouths as they make different sounds when they sing. Children tap out rhythms using pans, bowls and spoons as they play outside. Staff support older children to recognise letters and write their names. They play engaging games with dice and building bricks as they teach children about numbers and counting. Extraordinarily strong partnerships with parents enable staff to enhance activities using children's interests.

Personal development, behaviour and welfare are outstanding

Children are highly motivated and engaged as they play cooperatively. They demonstrate an excellent understanding of rules and boundaries. The highly successful key-person system provides children with a secure sense of belonging. This helps babies and toddlers to explore confidently. Staff use every opportunity to maximise and extend children's learning. For example, at lunchtimes, staff talk to children about healthy lifestyles and explain where food comes from. They remind the children about the strawberries they have grown in the garden. Older children help to conduct risk assessments outside and have a good understanding of how to keep themselves safe. For example, they alert staff when they find containers filled with rainwater and explain that these can be dangerous. Visits from fire officers and police community support officers expand children's knowledge of the wider world.

Outcomes for children are outstanding

Children make excellent progress from their starting points. This includes children who speak English as an additional language, those with special educational needs and/or disabilities and children in receipt of additional funding. Children are independent learners who receive superb guidance from staff to develop their skills. Older children learn excellent literacy and maths skills, and this helps to ensure readiness for school.

Setting details

Unique reference number	EY241718
Local authority	Lancashire
Inspection number	10109683
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	204
Number of children on roll	135
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	11 April 2013
Telephone number	01524 845 245

Busy Bees Day Nursery at Lancaster registered in 2001 and is part of the Busy Bees organisation. The nursery employs 25 members of childcare staff. Of these, the majority of staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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