

Busy Bees Day Nursery at Eastbourne

Larkspur Drive, Eastbourne, East Sussex BN23 8BS



Inspection date	7 August 2019
Previous inspection date	13 March 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 have made significant improvements since the previous inspection. They have rigorously evaluated the nursery and their organisational procedures to help develop the quality of the provision. This helps provide better outcomes for children.
- Leaders and staff have a secure understanding of their safeguarding responsibilities. They know the signs that would cause them concern about a child's welfare. Staff understand what to do if there was a concern about a member of staff, including escalating their concerns to other agencies.
- Leaders oversee their staff team well. They provide staff with effective supervision, training and support. Staff use their knowledge well and implement their good-quality teaching skills, to successfully encourage children's learning and development. However, at times, leaders do not make the best possible use of their staff deployment so they can better meet younger children's individual needs.
- Staff implement the key-person system effectively and work well with the children's families. However, occasionally, staff do not consistently help children learn about managing their own risks, particularly at mealtimes.
- Leaders have successfully developed their arrangements for checking the progress children make. They swiftly identify any gaps in development early and seek support from other professionals, where needed.
- Children make progress that is appropriate for their age and ability. They confidently interact with adults and share their likes and interests. However, sometimes, staff do not take full advantage of opportunities to help children see that print carries meaning to aid their early reading skills.
- Parents are very positive about the nursery. For example, they praise the staff for how they have helped them when they have really needed it. Parents comment that staff go above and beyond to support them. This helps to provide continuity in children's learning and care.

What the setting needs to do to improve further

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

- give further consideration to staff deployment so they are better equipped to meet children's needs, in particular babies and younger children
- provide more consistent support for children to learn how to manage risks and keep themselves safe
- strengthen opportunities for children to further develop their early reading skills.

Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning and development.
- An inspector conducted a joint observation with the manager.
- The inspectors held discussions with leaders and staff at appropriate times throughout the inspection.
- The inspectors viewed a range of documentation, including evidence of staff supervision and children's records.
- The inspectors spoke to parents and children.

Inspectors

Sarah Stephens

Lizzie Mackey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders risk assess the nursery well. For example, they have developed the garden area so that children can play safely in their surroundings. Staff have a sound understanding of how to ensure children are kept safe from any adults whose suitability has not been cleared. For instance, new staff awaiting checks do not have sole care of children or manage their care routines. This helps safeguard children from harm. Leaders use additional funding effectively. For instance, they have purchased electronic equipment to help children communicate and role-play activities to help them use their imagination.

Quality of teaching, learning and assessment is good

Staff know their individual children well and eagerly talk about the different ways that they learn. They successfully use information from their observations and assessments to plan for children's development. Staff support children who speak English as an additional language effectively. For example, children respond positively when staff speak to them in their home language. Staff skilfully follow children's emerging interests and engage in their excitement when they spot a plane. Children enjoy experimenting with colour and different materials. For example, they mix ingredients to make 'slime'. Staff ask them a range of questions to help develop their critical thinking skills, such as 'What will happen when we add this colour?' This helps to extend their learning. Staff interact gently with babies and remain on the floor close by them. As a result, the environment is calm and babies feel safe and develop confidence.

Personal development, behaviour and welfare are good

Staff organise a range of stimulating and challenging activities that capture children's interests and keep their motivation in their learning. For instance, children build drainpipes together and explore with staff how much water they need to make vehicles move down the pipes. Staff successfully support children's emotional well-being. For example, they take them to see their younger siblings in the other rooms. Children return happy and smiling, and they tell their friends that their siblings were asleep. Staff help children learn to manage their behaviour. For example, they encourage them to share and take turns and distract them with other activities. Leaders have secure procedures to help protect children's physical health, which staff implement well. For example, they apply sun cream regularly during the day and record when this is done. This helps to protect children when playing in the sun. Staff are vigilant when adhering to any allergy requirements, which successfully supports children's specific needs.

Outcomes for children are good

Children are well prepared for their next stage in learning, including those with special educational needs and/or disabilities. Babies enjoy listening to familiar rhymes and songs, which encourages them to learn about gestures and facial expressions. Children successfully develop their understanding of the world and animals around them. They handle large snails with care and discuss how they have been eating cabbage. Children's curiosity and excitement encourage others to join in the activity. Children have opportunities to explore water and sand to build their sensory experiences.

Setting details

Unique reference number	508972
Local authority	East Sussex
Inspection number	10101808
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	100
Number of children on roll	105
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	13 March 2019
Telephone number	01323 743838

Busy Bees Day Nursery at Eastbourne is part of a national chain. It opened in 2000 and operates from purpose-built premises on the outskirts of Eastbourne, East Sussex. The nursery opens five days a week all year round. Opening times are from 7.30am to 6.30pm. The nursery receives funding for free early education for children aged two, three and four years. The nursery employs 25 staff, of whom 15 hold relevant early years qualifications to level 3 and one has a level 6 qualification.

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