

# Busy Bees Day Nursery at Stowmarket



The Buntings, Cedars Park, Stowmarket, Suffolk IP14 5GZ

<b>Inspection date</b>	7 August 2019
Previous inspection date	20 July 2016

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

- The management team leads and manages the nursery well. Managers have effective systems for evaluating the quality of the provision. These contribute to the drive for improvement in all areas. Children enjoy a good-quality care and learning experience.
- Staff build strong partnerships with parents. Parents state that they appreciate the nursery's 'warm and welcoming feeling'. They comment that staff treat the children like part of their family rather than just looking after the children. Staff keep parents fully informed about their child's day and learning and they actively encourage parents to remain involved in their children's learning.
- Staff provide a lovely range of activities, both indoors and outside, that promote all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside are able to do so.
- Children behave well and respond positively to the high expectations from staff. Children develop good friendships with each other, play well together and have regard for each other's needs and feelings.
- Staff have effective links with other agencies and professionals. This enables a shared approach to children's care and learning.
- Staff do not always respond quickly enough to what children are doing to reshape activities so that they are teaching to the highest level.
- The quality of staff interactions with children is not as consistently high during routine activities, such as lunch, as it is at other times during the day.

## What the setting needs to do to improve further

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

- support the quality of teaching to help staff respond to what children are doing so that they reshape and target their teaching to the highest level
- review and revise the organisation of routine activities to ensure that children continue to enjoy a high standard of teaching and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed joint observations with the manager.
- The inspector held a meeting with the manager and regional director and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

The management team implements an effective programme of staff supervision to mentor them and manage their performance. Staff's professional development is supported well. They are encouraged to reflect on their practice. For example, each month staff are given a childcare topic to research. Where appropriate, they implement what they have learnt to improve the quality of the provision for children. Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs. Safeguarding is effective. Staff have a good awareness of the indicators of abuse and know how to report concerns. There is a robust process for the recruitment and induction of staff. This helps to ensure that those working with children are suitable to do so and have a full understanding of their roles and responsibilities.

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

Staff's knowledge and understanding of the learning and development requirements is good. They know the children well and talk confidently about them. Staff observe children as they play and evaluate their observations to help identify where children are in their learning and what they need to learn next. Overall, children are supported in purposeful play. They benefit from interesting resources that promote their natural instincts to discover and explore. For example, in response to children's interests staff provide a large heavy-duty tray with soil, in which potatoes and carrots have been buried. Children enthusiastically use the spades to dig up the vegetables. Staff help them to learn about where vegetables come from. They support children's developing vocabulary well and engage children in conversation. Staff respond positively to the gestures and babbles of babies.

### Personal development, behaviour and welfare are good

Staff are caring towards the children. Children come into the nursery readily and develop secure emotional bonds with staff. Parents appreciate the good settling-in processes that are followed and the interest staff have in their children. For example, parents state that they have an 'excellent discussion' with staff about what their children can already do and their routines at home when they first start at the setting. Staff follow these routines, promoting continuity of care. Children with special educational needs and/or disabilities are supported well. The member of staff responsible for supporting these children is knowledgeable about her role, helping to ensure that they make the best possible progress. Staff support children to develop a positive sense of themselves. They help children to learn about the wider world beyond their own experiences.

### Outcomes for children are good

Overall, children develop the key skills needed to be ready for school. They enthusiastically lead their own play, and are confident and independent. Children understand that print carries meaning. Staff provide interesting resources to make marks, such as light-up boards. Older children give meaning to the marks they make and write some recognisable letters. They enjoy stories in small groups and listen attentively. Children manage their own personal hygiene relevant to their age.

## Setting details

<b>Unique reference number</b>	EY137300
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10073038
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	112
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Date of previous inspection</b>	20 July 2016
<b>Telephone number</b>	01449 770806

Busy Bees Day Nursery at Stowmarket registered in 2002. The nursery employs 44 members of childcare staff. Of these, 29 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three and four-year-olds children.

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