

Busy Bees Day Nursery at Bury St Edmunds

MacMillan Way, off Hardwick Lane, Bury St Edmunds, Suffolk IP33 2GJ



Inspection date	15 August 2019
Previous inspection date	24 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Partnerships with parents are a key strength. Staff forge strong and trusting relationships with parents and keep them well informed about their children's development and well-being. Parents praise the staff team highly for the care and attention they give their children.
- Children develop strong emotional bonds with their key person and other members of staff. Staff recognise the uniqueness of each child. Children are happy, settled and enjoy their time at nursery.
- Older children are very well prepared for school. They develop confident social skills and are keen to talk to visitors about their learning. Staff have listened carefully to feedback from local schools and provide a wide range of opportunities for children to develop their independence, particularly during mealtimes.
- Staff assess children's progress accurately. They plan activities that interest children and enable them to take the next steps in their development. Staff work closely with other professionals to provide programmes for children with special educational needs and/or disabilities.
- The manager reflects well on the provision and children's progress to continually improve practice and maintain good outcomes for children.
- The manager does not make the best possible use of the existing staff supervision system to seek further ways to develop first-rate teaching practice.
- Staff do not consistently make the most of the questions they ask children to fully extend children's learning and promote their thinking skills.

What the setting needs to do to improve further

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

- explore a wider range of performance management opportunities that are sharply focused on raising the quality of teaching to an outstanding level
- refine teaching strategies, in particular use of questioning, to more fully support children's learning.

Inspection activities

- The inspector observed the quality of teaching and considered the impact that this has on children's learning and progress.
- The inspector conducted joint observations of teaching activities with the manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through verbal discussion and reading the written feedback provided.
- The inspector met with the management team and sampled a range of documentation.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff demonstrate a good knowledge and understanding of child protection procedures. They know how to report concerns regarding a child's welfare. This contributes to keeping children safe. Staff receive regular safeguarding training and updates, further supporting them in their role. Staff feel effectively supported and valued by the managers. Self-evaluation is effective. The management team have worked hard to successfully address the actions from the previous inspection. The manager actively seeks the views of staff and parents to drive continuous improvements. For example, she has successfully introduced a parent group who meet regularly to reflect on the quality of provision.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They carefully plan a wide range of activities to provide children with purposeful play experiences. Staff skilfully seek the views of children when organising the nursery environment. Children relish the opportunity to make decisions about what they would like to learn. For example, pre-school children decided to turn the role-play area into a police station. They decided what resources they would need and what they needed to 'find out'. Staff get down to the children's level and interact enthusiastically as they play alongside each other and reflect on the children's learning. Staff provide creative play opportunities for children, which they thoroughly enjoy. For example, children use a range of resources to make telescopes which they use as they play outside. Babies laugh and smile as they get messy making marks using paint. All children are actively engaged in their learning.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure in this welcoming nursery. Staff are sensitive to children's individual needs when helping them to settle. This helps foster nurturing relationships. Children seek staff out to proudly show or tell them what they have done and for a cuddle or reassurance. Staff are good role models and provide consistent guidance to help children manage their behaviour. Children's independence is well promoted from an early age, and they follow good hygiene routines. Children show great confidence as they explore the stimulating environment. They explore happily and with self-assurance. They develop their understanding of how to be healthy. Children know that they need to wash their hands before snack time, and they enjoy fruit and healthy cooked meals. They enjoy regular fresh air and exercise in the outdoor area.

Outcomes for children are good

All children are making good progress from their starting points. Young children settle quickly and learn to relate to their friends. They are motivated to try new things and to take part in the good range of activities provided. Children develop good listening, speaking and social skills and communicate well with each other, staff and visitors. Staff provide excellent emotional support when children are moving on to their next stage of learning. They work closely with parents to ensure that transitions are managed well. Children receive excellent continuity of care.

Setting details

Unique reference number	EY407654
Local authority	Suffolk
Inspection number	10080822
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	96
Number of children on roll	101
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	24 September 2018
Telephone number	01284 829980

Busy Bees Day Nursery at Bury St Edmunds registered in 2010. The nursery employs 22 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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