

# Busy Bees Day Nursery at Bicester



1 Barberry Place, Bicester, Oxfordshire OX26 3HA

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|--------------------------|----------------|
| <b>Inspection date</b>   | 30 August 2019 |
| Previous inspection date | 12 May 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 has a positive approach to continuous improvement. They involve all staff in effective mentoring and training programmes and the creation and ongoing review of the nursery development plan.
- Children make good progress in their learning. Staff effectively promote children's learning through play. Children become independent and self-motivated learners. The good levels of individual attention from staff help to develop children's personal and social skills, communication and language skills and physical abilities very well.
- Staff know the children well. They use their precise observations and assessments of children's learning to inform their planning and help children to make good progress.
- Staff sustain good-quality interactions with children. They engage in conversation, model language and show children different ways of achieving a goal. They explain, encourage, question and provide a narrative for what children are doing.
- Children are emotionally secure. Older children have warm, trusting relationships with staff. Younger children are settled and enjoy comfort and cuddles with their key person.
- Staff make good attempts to count and use basic mathematical language with children. However, staff do not provide children with enough opportunities to extend their knowledge of shape, space and measure.
- Regular and effective monitoring of teaching practice is not yet embedded in order to raise further the expectations of staff and achieve the highest possible quality of teaching.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about different shapes, space and measure
- implement effective procedures for the regular monitoring of staff practice to raise further the expectations of staff and achieve the highest possible quality of teaching.

### Inspection activities

- The inspector had a tour of the nursery and the outdoor areas.
- The inspector observed several planned activities and evaluated one with the assistant manager.
- The inspector observed staff and children engaged in play activities.
- The inspector spoke with staff and children at appropriate times. She took account of the views of some parents expressed via email or in person.
- The inspector met with the assistant manager. She discussed recent improvements, self-evaluation and plans for further development. She looked at relevant documentation, such as policies, procedures and qualifications, and evidence of the suitability of staff working in the nursery.

#### Inspector

Susan Marriott

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Suitability checks and comprehensive recruitment information are clearly recorded. Staff are suitably trained to keep children safe. They know how to respond to concerns about children's welfare. They are aware of different types of abuse, their signs and symptoms and the referral processes. The manager points out the nursery's mobile telephone and camera policy to visitors. The staff team have bonded well and work together in a supportive way. Reflective practice is evident in the quick implementation of planned improvements and most staff receive training in safeguarding and first aid. Risk assessment is thorough. Staff are deployed effectively to keep children safe and maintain appropriate staff-to-child ratios.

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

Staff know what they want to teach children. They provide meaningful experiences for them based on their interests, so that children make good progress in their learning. For example, pre-school children are supported to thread cotton reels and weave laces in the shape of the initial letter of their name. They enjoy sharing what they know about different climatic environments and the animals who live in them, such as sloths, wildebeests and toucans. For instance, children know that turtles lay their eggs on the beach and that the baby turtles have to run to the sea when they hatch before anything can eat them. Fun activities, such as action rhymes and singing songs, are planned to help specific children to advance their speaking skills. Babies enjoy the sensory experience of mixing red, blue and yellow paint. Staff form positive relationships with parents and other professionals to support children's individual needs. Parents report their high regard for the nursery and express trust in the staff.

### Personal development, behaviour and welfare are good

Children behave well. For example, two children sit at the computer desk and they resolve a minor conflict about who should be first, saying, 'I'll do it first and then you can have a turn'. Children form close attachments to staff and welcome visitors with curiosity and interest. A young child takes the inspector by the hand and wants her to watch his drawing. Staff work closely with parents during children's settling-in visits, helping to promote positive emotional relationships from the outset. Children have daily exercise and play outdoors in the fresh air. Children enjoy a seasonal menu of healthy foods. This helps to promote their good health.

### Outcomes for children are good

Children are active learners. Pre-school children use an extensive vocabulary and confidently declare their mud cakes 'a disaster'. Young children develop good levels of independence, feed themselves and pour their own drinks. Teachers visit the nursery to ease the transition to school for children. Children make good progress from their starting points and are well prepared for the next stage in their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 134308  |
| <b>Local authority</b>                           | Oxfordshire   |
| <b>Inspection number</b>                         | 10065509  |
| <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>                    | 110   |
| <b>Number of children on roll</b>                | 100   |
| <b>Name of registered person</b>                 | Busy Bees Day Nurseries (Trading) Limited           |
| <b>Registered person unique reference number</b> | RP900805  |
| <b>Date of previous inspection</b>               | 12 May 2016   |
| <b>Telephone number</b>                          | 01869 321522  |

Busy Bees Day Nursery at Bicester registered in 2000. It is one of a number of nurseries managed by Busy Bees Childcare Limited. The nursery operates from a purpose-designed building close to the centre of Bicester in Oxfordshire. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open each weekday from 8am to 6pm, all year round, with the exception of public holidays. There is a breakfast club from 7.30am and a late-stay facility until 6.30pm. There are 21 members of staff who work with the children. Of these, 10 staff hold appropriate early years qualifications at level 3 or above and this includes the manager who holds a qualification at degree level. A further six members of staff hold qualifications at level 2 and there are five unqualified members of staff.

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