

Inspection of Busibodies

Ferry Road West, Skippingdale, Scunthorpe, North Lincs DN15 8EA

Inspection date: 31 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children happily play in the warm, welcoming and safe environment. The new manager has a clear vision to support continuous improvements. She seeks the views of parents, children and staff when evaluating all areas of practice to ensure that they are effective. Outdoor play areas are well resourced to promote all areas of children's learning. The manager and staff work closely together to create an environment where children's sense of belonging is at the heart of their provision. Children behave well because they benefit from lots of first-hand experiences, which provide them with a positive attitude to learning. Staff actively encourage children to develop their social skills as well as their resilience and independence through the enjoyable learning experiences provided.

Weekly trips to a care home help to support children to develop confidence as they engage with the older generation. Children are fully supervised as they talk to the residents, sing songs and participate in craft activities together. Children's interest in books is promoted from a young age. The library van visits the nursery and staff spend time reading stories to children each day. Following children's interests in a story about a bear hunt, staff extended their learning by planning a trip to the woods. Children had fun as they explored and went on their own pretend bear hunt adventure.

What does the early years setting do well and what does it need to do better?

- The new manager has started to make positive changes, including enhancing the physical environment with interesting displays. This creates an enticing environment for children and parents. Photographs of children with their key person are displayed outside each room, along with displays showing recent trips and activities. A display on autumn, using real objects, is strategically set out along the corridor. As children and parents enter and leave the nursery, children enjoy touching and feeling the real objects on display. They recall and share what these are with their parents, sharing their new knowledge. This provides parents with an insight into their child's ongoing learning and development at nursery.
- Children are supported to make good progress as staff plan a wide range of activities and experiences around their interests and developmental needs. Information about children's progress and next steps in learning is shared with parents. This enables parents to continue to support their children's learning at home. Parents are encouraged to borrow books from the lending library at nursery and to share these with their children. This promotes children's early literacy skills.
- Overall, children's communication and language skills are promoted well. Staff provide a dialogue of what they are doing when they engage with younger

children. They also hold lots of discussions with older children. However, staff do not consistently give children enough time to talk and to think things through, so that they can express their own knowledge and thoughts.

- All children are supported to develop a secure bond with their key person. Children behave well. They respect the nursery rules, which they have helped to create. During activities, staff encourage children to recall these rules, which helps to focus children's attention. Children explain that they need 'looking eyes, listening ears, quiet mouths, gentle hands and walking feet'.
- Each child is valued for their own unique qualities. Children's awareness of differences and diversity is promoted through their play, planned activities and trips within the local community. Children who speak English as an additional language are successfully supported to develop their understanding and use of English. Staff obtain key words in the child's home language, using these during activities and then repeating the words in English.
- The manager monitors children's progress and development, using the information gained from each child's key person. Staff work with parents and the community nursery nurse to complete the progress check for children aged between two and three years. These positive procedures help to identify any child who is at risk of falling behind in their development. This ensures additional support is quickly put into place to help children to catch up with their peers.
- The manager is in the process of enhancing the supervisions of staff to include more robust and critical evaluation of their teaching practice. She plans to use this information to more accurately identify their future training needs, so that children benefit from even better teaching experiences.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and supervise children well. Since the last inspection improvements have been made to medication procedures, ensuring an accurate record is now maintained when medication is administered to a child. Staff are knowledgeable about child protection procedures. They fully supervise children when they access technology within the setting. However, staff have not considered how to support children's awareness of how to keep themselves safe when using technology and online functions. Managers follow robust recruitment procedures when appointing new staff, along with ongoing suitability reviews for existing staff. This helps to ensure the suitability of staff who work with children.

What does the setting need to do to improve?

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

- enhance children's awareness of how to safely use online technology so that they are supported to understand the risks

- provide more time for children to think and respond to questions asked to consistently extend and enhance their learning.

Setting details

Unique reference number	EY482558
Local authority	North Lincolnshire
Inspection number	10112571
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 to 5
Total number of places	49
Number of children on roll	44
Name of registered person	Oaktrees Nurseries Ltd
Registered person unique reference number	RP534064
Telephone number	01724868337
Date of previous inspection	4 June 2019

Information about this early years setting

Busibodies was first registered in 1991 and re-registered in 2014 as a limited company. The nursery employs 10 members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 and three hold qualifications at level 6. The provider has a Master's degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The manager completed a learning walk with the inspector. She explained how staff organise and support children's learning in each room.
- The inspector held a meeting with the manager and provider. She also spoke with staff, children and parents at appropriate times during the inspection. Staff practice was observed throughout the nursery.
- A range of documents was sampled during the inspection, including evidence of staff suitability checks and first-aid certificates.
- The inspector and manager jointly evaluated staff teaching practice during an activity being delivered in the pre-school room.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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