

# Inspection of Busy Bees Day Nursery at Telford Priorslee

Priorslee Avenue, Priorslee, TELFORD, Shropshire TF2 9NR

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Inspection date: 12 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this welcoming environment. They develop secure relationships with staff and involve them in their play. Children develop their imaginations. Older children pretend to be teachers. They take it in turns to act out being the teacher as they hold up a book, show other children the pictures and describe what is happening. Children experiment as they roll cars through cardboard tubes. Staff encourage them to think about how far the cars go. Children use their problem-solving skills to see if changing the gradient of the tubes affects the length the car travels. Children use their mathematical skills to sort the cars into sets of colours. They discuss whether a car that has mixed colours should go in the white or orange box. Younger children become enthralled in an activity with dinosaurs, straw and wooden trees. Staff skilfully extend children's learning as they show them pictures of dinosaurs in a book. Children know that the dinosaur in the picture is a triceratops. Children's behaviour is exemplary. They respond extremely well to instructions and take great pride in helping and carrying out simple tasks. For example, children in the pre-school room sweep up the corn flour and help to wash out the tray when they have finished playing.

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

- The setting benefits from a strong, supportive and forward-thinking management team. They recognise the strengths of the staff and provide them with many opportunities to continually enhance their professional development. Managers are supportive when staff have extra responsibilities and provide them with the time to carry out their additional work.
- Staff's performance is monitored carefully and all staff are involved in raising the quality of their practice. Managers carry out targeted observations on activities and routines, such as lunchtimes, planned activities and feedback to parents. Targets, that are adapted to staff's individual learning styles, are set to support staff and help them improve.
- Children's progress is monitored effectively. The room leaders check observations and next steps for learning to make sure that they are appropriate for each individual child. The managers also observe children and track their progress. This helps them to swiftly identify specific areas where children may need more support.
- The management and staff team has built strong relationships with parents. They share a wealth of information and offer parents support and advice. Parents are encouraged to become involved in their child's learning. Staff provide activity bags for parents to do at home with their child. For example, they are given the ingredients and instructions to make their own play dough.
- Staff value the comments of parents and children. They have introduced 'the voice of the child' where children draw a picture of what they like. They also ask

parents what children enjoy at home and incorporate this into their planning. A display board shows parents how their comments have been acted on and the improvements that have been made. Parents are extremely happy with the service provided and the care their child receives. They especially like the closed-circuit television in the entrance hall where they can see what their child is doing and know that they are happy and settled.

- Children with special educational needs and/or disabilities are supported exceptionally well. Staff work closely with outside agencies to ensure that children's individual needs are met. Staff learn sign language to support children's communication skills. Good use is made of additional funding to provide children with resources and equipment that will enhance their learning and development.
- Most children are busy, motivated and involved in activities. Older babies stamp on paint mats. Staff encourage them to name the colours and experiment as they mix the colours together. Children excitedly jump, crawl and lie on the mats and look at the patterns they make. However, the quality of teaching across the baby rooms is variable. Staff working with the younger babies do not consistently encourage them to participate or engage in activities.
- Children's health is generally supported well. Older children know that they wash their hands to get rid of germs before they eat. Meals are nutritious and favourite menus are shared with parents. Mealtimes are generally social occasions. However, younger babies are not encouraged to feed themselves and staff do not always organise themselves effectively enough to ensure that they promote good hygiene practices at all times.
- Older children are encouraged to develop their independence in readiness for school. The put on their own coats and serve themselves at lunchtime.

## Safeguarding

The arrangements for safeguarding are effective.

Staff regularly update their safeguarding training. This ensures that they understand their roles and responsibilities in reporting any concerns they may have about a child or a member of staff. They can name the different types of abuse and recognise the signs that may indicate that a child is being abused or neglected. This includes wider safeguarding issues, such as preventing children from being drawn into extreme situations. The premises are safe and secure and managers and staff are vigilant in ensuring that no unauthorised persons can enter. Recruitment procedures are robust so that everyone working with the children is suitable to do so.

## What does the setting need to do to improve?

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

- review the lunchtime procedure for the younger babies to support them to develop independence in feeding themselves and to fully promote hygiene practices
- monitor the interaction of staff working with the younger babies even more closely to ensure that children's curiosity and interest are consistently promoted.

## Setting details

<b>Unique reference number</b>	208218
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10116410
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	108
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01952 201727
<b>Date of previous inspection</b>	25 May 2016

## Information about this early years setting

Busy Bees Day Nursery at Telford Priorslee registered in 2009. It is one of a number of settings operating under the Busy Bees chain. The nursery employs 27 members of childcare staff. Of these, 26 hold appropriate early years qualifications, including one who holds early years professional status. There are four staff who hold level 6 qualifications and two who hold level 4 qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Rebecca Johnson

Angela Hulme

## Inspection activities

- The quality of teaching during activities indoors and outdoors was observed and the inspectors assessed the impact this has on children's learning.
- The inspectors completed a joint observation and a learning walk with the nursery manager.
- The inspectors spoke with the staff and children at appropriate times during the inspection.
- A meeting was held with the nursery manager. The inspectors looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The views of parents were taken into account during the inspection.

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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