

# Inspection of Busy Bees Day Nursery at Cheadle Hulme

Councillor Lane, Cheadle SK8 2JF

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Inspection date: 19 May 2022

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children part confidently from parents and carers and enter the nursery happily. This helps to demonstrate that children feel safe and are looking forward to their day. Children settle readily to varied activities that meet their needs well. Babies discover flowers and slices of citrus fruit in the tray of 'fragrant water' on the floor. Staff help them to notice and explore the different smells and tell children what the items are called. This helps babies to develop a meaningful vocabulary from a young age. Two-year-old children become deeply engaged in playing with chocolate-coloured play dough in the role-play area. Staff skilfully help them to share and extend what they know about food and cooking. They learn interesting words, such as 'spatula'. This helps children to make links in their learning and find out more about the world.

Staff kept in touch with children who were absent due to the COVID-19 pandemic. For example, they used the provider's well-established systems for sharing information online. This helped everyone to work together to continue children's learning. Children benefit from staff's clear expectations for their learning. Activities are tailored to meet their needs and children make good progress. Managers and staff are kind and caring role models. Children copy them and learn to behave in a considerate way towards each other.

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

- Managers help staff to evaluate and improve the provision. For example, staff saw that younger toddlers did not look at the colourful pictures displayed on the wall. They glued the pictures into a book. Toddlers now discover the book on the book-area carpet and look inside. Staff talk with children about the pictures and this helps to promote children's language development. Children learn that books have interesting contents.
- Staff often promote children's independence effectively. Children ably find tissues, wipe their noses and dispose of the tissues hygienically in the bin. However, there are instances when staff do not explain clearly enough what they want children to do, for example, when preparing children to move from one activity to another or in the planning of everyday routines, such as lunchtime. This does not promote children's independence and involvement to the highest level.
- Staff sequence children's learning effectively. They support babies to progress from drinking from feeder cups to using open beakers. Younger children learn to find photos of themselves, for example, next to their coat peg. Pre-school children progress to finding their written name. Staff help children to feel proud of their achievements. Children become successful learners and are ready to start school when the time comes.

- Children play and learn actively. Pre-school children reach up high to place giant interlocking bricks onto the top of a tall tower. They stretch and strengthen their joints and muscles during yoga sessions. Babies find that the wooden bricks they want to play with are on a low table. This encourages them to stand up, which develops their stability and balance. Consequently, children's physical development is promoted well.
- Managers work in partnership with other professionals. They support staff to incorporate specialist advice into individual support plans for children with special educational needs and/or disabilities. They attend multi-agency meetings and ensure that agreed actions are carried out. They use additional funding wisely. This helps everyone to promote children's welfare and progress.
- Staff make effective use of books and stories. They read new and familiar tales and support children to recall events in the story. Staff encourage children to bring books from home. This results in children experiencing an even wider variety of literature. They begin to think about which books they like best and why. They find out about other children's preferences and learn to respect them.
- Parents say that children's vocabulary grows rapidly because of the interesting things they do and learn at nursery. Staff find out about children and their families before they attend. When children speak English as an additional language, staff ask parents to tell them important words in children's home language. This helps everyone to learn more about ways of communicating. Children begin to find out about the rich diversity of modern Britain.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider offers a comprehensive programme of safeguarding training. Managers and staff complete the training. They repeat online sessions periodically to refresh their knowledge. The outcome is that everyone knows what to do if they think that a child is at risk of harm. They know how to report concerns about the behaviour of colleagues. Managers oversee well-developed systems for risk assessment. Staff involve children in checking that the outdoor area is free from hazards, such as stagnant water. Health and safety measures demonstrate an attention to detail. For example, prominently displayed posters show pictures of exactly how sausages and grapes should be cut. This reminds staff how to avoid incidences of choking.

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

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

- strengthen techniques for explaining activities and designing routines, in order to fully promote children's involvement, understanding and independence.

## Setting details

<b>Unique reference number</b>	EY486949
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10217721
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0161 4860706
<b>Date of previous inspection</b>	21 September 2016

## Information about this early years setting

Busy Bees Day Nursery at Cheadle Hulme registered in 2015. The nursery employs 15 members of childcare staff. Of these, one member of staff holds a qualification at level 6, one holds a qualification at level 5, six hold qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk of the nursery. They conducted one joint observation of practice and held meetings as appropriate.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with parents and read written feedback. She took account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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