

# Inspection of Busy Bees Day Nursery at Quedgeley

Falcon Close, Off Merlin Drive, Quedgeley, Gloucestershire GL2 4NJ

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Inspection date: 13 April 2023

<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**

The new manager and senior leadership team have worked hard to put in place a full staff team after several members of staff left in recent months. They have implemented training and professional development opportunities to support staff in planning and delivering the curriculum to help children learn and develop well. Staff know children well and plan effectively to help children build their skills and knowledge.

Staff encourage children to listen to others and learn how to take turns during joint games. For example, they encourage older children to wait until they hear their name to go underneath the parachute when they lift it up. Children have fun and cooperate well. Younger children practise their communication and physical skills. They use their favourite dinosaur toys to make footprints on paper, using different colours of paint. Staff encourage them to recall the names of the dinosaurs and the colours of paint they are using.

Parents now come into the setting to collect children, so they can talk with staff about what children do during the day. The manager has also put in place more email contacts, so parents are kept up to date with any changes that may affect them or their children. However, she knows that more still needs to be done to rebuild relationships and confidence.

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

- Staff help children develop their communication skills. Older children have detailed conversations with staff as they play. They make links with stories and previous learning as they build bridges and 'hiding places' for the toy dinosaurs. Staff encourage children to recall the story and talk about how the dinosaurs being chased might feel. Staff working with the younger children provide words for them as they 'scoop' cereal on to their spoons to eat. Staff give children plenty of time to think and respond when asking questions. Children gain confidence in talking and learn new words.
- The new manager is putting in place a more robust system for supporting staff. This will include more training to help staff develop their skills further. For example, she is looking to get staff who show an interest in extending their knowledge of how to support children with special educational needs and/or disabilities further training to support them in their role as special educational needs coordinator. For newer staff, she is looking at professional development and training to help them build on their skills and knowledge in planning more varied experiences for the children.
- Partnership with parents is poor. The new manager recognises that the many changes to staff has meant that parents do not receive regular information

about what their children are doing. Parents comment that staff do share what children eat, when they have nappy changes and when they sleep. However, they do not get as much information about what children are learning or suggestions for how they can help children at home.

- Staff sometimes get distracted by other tasks or children. For example, after breakfast, some staff clear away plates and cups, but they miss the signs that children want to get down to play. Others help children as they put pieces into a puzzle but miss other children who are throwing toy figures into the cots. Outdoors, staff are supporting children at the water tray, helping them to fill toy animals and squirt water out. They do not notice when other children trying to use the 'balance spots' need help to walk over them. Children cannot do it on their own, so they stop trying and run about instead.
- Children's behaviour is good. Staff sensitively support them to understand the 'rules' when they play together. For example, staff offer reminders to toddlers to wait for their turn to throw the ball, as others are having a go first. Older children know who needs to choose a card next as they play a 'lotto' game. Staff celebrate children's successes with smiles or words of praise. They also offer support when things do not go as planned. For example, when a tower of blocks falls over, they encourage older children to have another go. Older children gain confidence and resilience as a result.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have secure knowledge and understanding about keeping children safe. They know potential signs that may indicate that a child is at risk of harm. In addition, they attend regular training, so they are up to date with current safeguarding legislation and practice. Staff know what to do in the event of allegations being made, including when external agencies need to be contacted. Staff carry out daily checks on the indoor and outdoor environments children use. They minimise or remove potential hazards to keep children safe.

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

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

- improve partnerships with parents to ensure staff are more effective in sharing information with them about what children are learning and achieving
- improve support for younger children to help them focus and maintain attention
- continue to build on staff confidence and skills to enhance the quality of teaching and learning.

## Setting details

<b>Unique reference number</b>	101805
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10286121
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01452 725533
<b>Date of previous inspection</b>	27 December 2017

## Information about this early years setting

Busy Bees Day Nursery at Quedgeley registered in 1999. The nursery offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays. There are 19 staff working with the children. Of these, one holds an appropriate childcare qualification at level 4, seven hold appropriate childcare qualifications at level 3 and four hold appropriate childcare qualifications at level 2. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anita McKelvey

## 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 their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities for older and younger children with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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