

# Inspection of Busy Bees Day Nursery at Altrincham

72 Ellesmere Road, Altrincham, Cheshire WA14 1JD

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Inspection date: 20 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Standards have significantly improved since the previous inspection. This ensures that a good quality of care and education is now delivered. The manager now has the time and resources she needs to ensure the safe and effective running of the setting. Staff rigorously implement the setting's procedures for risk assessments. They help children to learn about the importance of keeping themselves safe. For example, children take on the role of a 'Garden Detective'. Children demonstrate their understanding of risk, telling staff that it is unsafe to use the balance beams in the rain. The required staff qualifications and ratio requirements are consistently maintained, and staff are well deployed, all of which helps to keep children safe.

Staff help children learn about what makes each of them unique. Children look in mirrors and describe their own features. Additionally, they discuss the differences and similarities between themselves and their friends, and they draw self-portraits. During outdoor play, staff encourage children to persevere in developing their hand-eye coordination and spatial awareness. They create games with the children to encourage them to jump, hop, catch, throw and kick. This contributes to children developing good physical skills. Staff create and maintain a calm environment for children. This helps children to remain focused and engaged.

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

- Leaders have worked tirelessly since the previous inspection to tailor a curriculum to help all children make progress. There is a renewed focus on supporting children's communication and language. Staff model speech well and introduce new vocabulary. Furthermore, they read to children and frequently invite them to sing their favourite songs. As a result, children's language skills are developing well.
- Assessments are accurate and identify where potential gaps in children's learning are emerging. When needed, effective interventions are implemented. Leaders work closely with parents to access specialist external support. As a result, children quickly catch up and are progressing well.
- Much work has been done by staff to help children develop their independence skills. Older children choose the books they read, the songs they sing and activities they take part in. Toddlers wipe their faces and wash their hands independently after eating and help to clean the tables. As a result, children develop confidence in their own opinions and abilities.
- Staff support children's behaviour well. They are calm and considerate of children's emotions. Time is spent discussing different feelings and how children's behaviour can make others feel. Staff are positive role models, and they are kind, considerate and polite. As a result, children behave well and can regulate their emotions with increasing maturity.

- Partnerships with parents are strong. Parents know who their child's key person is and talk about the close bond between staff and children. Communication between home and nursery is a strength. This helps to extend children's learning. Staff gather information from parents about children's interests. They use this to plan meaningful learning experiences. These keep children focused and interested for extended periods of time. This contributes to the good progress children make. Parents praise the manager and whole staff team for their positive impact on their children's development.
- Staff talk in glowing terms about the support they receive from the manager. They credit the manager for boosting their confidence and for lifting team morale. They value the positive support for their own well-being and work-life balance. This has resulted in a strong team culture being firmly embedded, which is of great benefit to children.
- Staff training has a positive impact on children's learning. Makaton signing is used by staff to support children's developing language skills. This has been particularly impactful for those children who speak English as an additional language.
- While good progress has been made since the previous inspection, some inconsistencies in practice remain. Currently, some staff do not have consistent expectations of what children can achieve, whether it be independence during mealtimes for older children or the use of questioning strategies to establish children's understanding. Leaders acknowledge that further support and monitoring are needed for some staff to help ensure that that all children benefit from a well-implemented curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

Since the previous inspection, a great amount of work has been done to ensure that new staff and those providing cover on a short-term basis, such as agency staff, are equally knowledgeable. All staff now know what they need to do should they have a concern about a colleague they work with. All areas of the nursery are safe, and all staff understand their responsibilities to keep children safe. Opening and closing checks have been strengthened. This means that children are now able to meet their own basic hygiene needs when using the toilet. Recruitment and vetting arrangements continue to be robust. This ensures that children are cared for by suitable adults.

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

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

- strengthen monitoring of staff practice to ensure consistently high standards of practice and education for children.

## Setting details

<b>Unique reference number</b>	310342
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10286520
<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>	1 to 3
<b>Total number of places</b>	82
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0161 928 9203
<b>Date of previous inspection</b>	17 March 2023

## Information about this early years setting

Busy Bees Day Nursery at Altrincham registered in 2000. The nursery employs 10 members of childcare staff. Of these, one holds a relevant qualification at level 6, one at level 5, two hold level 3 and one holds a level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm.

## Information about this inspection

### Inspector

Richard Sutcliffe

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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