

Busy Bees Day Nursery at Burton



Second Avenue, Centrum One Hundred, Burton-on-Trent, Staffordshire, DE14 2WF

Inspection date 20 January 2015
Previous inspection date 15 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide an interesting and challenging range of experiences, which capture the children's curiosity and imagination. As a result, children enjoy their time at nursery and make good progress from their starting points.
- Children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, are supported well. Staff ensure these children are valued and adjustments are made to ensure they are included.
- Staff form close relationships with the children. They support their emotional well-being and meet children's individual care needs well. This results in children settling easily and being confident to try new experiences.
- Staff are deployed effectively to supervise the children and to secure their safety, both indoors and outdoors.
- The management team is clearly motivated in driving improvement and leads a staff team who are enthusiastic about the children's care and education.
- Parent and carers are supported well to get involved in their children's learning and help raise their level of achievement.

It is not yet outstanding because:

- Staff in the toddler room do not always fully support children to make the most of the available space and resources, to even further extend their learning.
- Staff do not develop children's early writing and mathematical skills as much as possible.

What the setting needs to do to improve further

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

- support children in the toddler room more fully to make the most of the available space and resources to further extend their learning experiences
- increase opportunities for the older and more able children to explore mathematical concepts and extend their writing skills.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play area.
- The inspector held a meeting with the management team and carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, action plans, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers.

Inspector

Parm Sansoyer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good knowledge of how children learn and use playful teaching to provide a broad range of learning opportunities. They engage the babies and younger children by changing their facial expressions, tone of voice and using eye contact to encourage children to communicate. Staff caring for the older children introduce new vocabulary, repeat words and ask questions to make children think. Children are well prepared for school as staff plan good opportunities for active learning during daily key-group activities, which have a clear focus on supporting their mathematical development and literacy. However, children have fewer opportunities to explore mathematics and extend their writing skills through free-play activities, such as in the role-play, construction and small-world areas. Staff provide an interesting and meaningful range of experiences. Consequently, children show good levels of concentration and enjoyment during their play. However, in the toddler room, there is scope for staff to even better support the children to make the most of the resources and experiences available across the two rooms, to extend learning experiences. All staff work closely with parents, carers and professionals to promote each child's learning needs. Planning and assessment arrangements help staff plan experiences to extend children's learning. This information is shared with parents and carers, along with activity suggestions, to continue children's learning at home.

The contribution of the early years provision to the well-being of children is good

Supporting the children's personal, social and emotional development, and their emotional well-being, is given good priority. For example, staff collate useful information to help children settle and meet their individual care needs. Children develop positive relationships with staff and are happy, confident and motivated in their environment. Children are well behaved and respond well to gentle reminders of how to behave. Staff teach children healthy practices and children enjoy nutritious meals and snacks. Children learn to enjoy exercise, such as the daily music and movement session. The environment is safe and resources are used well overall, to meet the planned goals in learning. There are good links with the local schools. Nursery staff share useful information when the teachers from the schools visit, to ensure children make a smooth move on to school.

The effectiveness of the leadership and management of the early years provision is good

All staff have a good understanding of the requirements of the Early Years Foundation Stage. The safeguarding policy and procedures are effective and the managers ensure safe recruitment and vetting procedures are in place to help secure the children's safety. Good staff induction, supervision and regular monitoring of the rooms results in the management team having a good overview of practice and the quality of teaching. Staff are supported well to attend training to ensure continuous improvement and raise their skills and qualification. The managers analyse the children's developmental assessments well to identify any trends in children's learning. This informs well-focused improvement plans that help staff to adapt their practice and raise children's achievement.

Setting details

Unique reference number	218446
Local authority	Staffordshire
Inspection number	865753
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	108
Number of children on roll	102
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	15 February 2011
Telephone number	01283 535000

Busy Bees Day Nursery at Burton is part of the Busy Bees Childcare Limited group. It opened in 1998 and is registered on the Early Years Register. It is open from 7am to 7pm, Monday to Friday, throughout the year. The nursery receives funding for free early education for two-, three- and four-year-old children. The nursery employs 27 members of staff. Of these, 20 hold an early years qualification at level 3 or above, four are working towards an appropriate qualification and three are unqualified.

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