

# Busy Bees at Hull

Caughey Street, HULL, HU2 8TH



## Inspection date

13 March 2015

Previous inspection date

28 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager and staff have worked hard to make the required improvements since the last inspection. They have welcomed the good support from colleagues within Busy Bees Limited, and the local authority, which has enabled them to set, monitor and achieve their goals.
- Staff receive very good professional support and training opportunities to significantly improve their practice and the quality of teaching is good.
- Staff know the children very well and provide a good range of resources and activities which interest the children and build on their learning. As a result, they are eager to join in and make good progress.
- Children are provided with a good range of opportunities that develop their confidence and independence. This ensures children are well prepared when they move rooms at nursery and go onto school.
- Staff promote good behaviour well. They sensitively intervene as young children learn to share and take turns and support them to say sorry and comfort their friends.
- Parents are valued and staff place great importance on engaging them in the nursery and their child's learning and development.

### It is not yet outstanding because:

- Staff do not always provide activities that excite and highly challenge children's thinking to support them to make even better progress.
- The outdoor area is not fully utilised to further promote children's all round learning and development.

## What the setting needs to do to improve further

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

- help staff to improve their teaching so children are consistently provided with exciting activities that highly challenge them and support them to make outstanding progress
- enable staff to improve the outdoor area to make full use of the opportunities that outdoor learning provides to further promote children's all round learning and development.

### Inspection activities

- The inspector observed a range of activities in each of the rooms as well as the outdoor play spaces.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents provided by the nursery.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Rachael Flesher

## Inspection findings

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

Staff are supported well by leaders to improve their practice and teaching is good overall. Regular checks on children's learning ensure staff have a clear understanding of how to promote children's interests and achievements. 'Time together' activities are particularly successful in supporting children to move onto the next stage in their learning and development. Information is shared well to make sure parents and other professionals, such as health visitors, have a good understanding of what each child knows and can do, to inform assessments of their learning and development. Children eagerly take part in fun group activities, such as 'Shake and write' that help develop their writing skills. Staff encourage and challenge children's thinking. For example, whilst making playdough, children are encouraged to find solutions to problems through trial and error and successfully work out they need more flour because it is sticky. However, this level of challenge is not always consistent to support all children to make even better progress.

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

Staff are well-deployed and understand their roles and responsibilities to promote the safety, welfare and learning of children. Staff take time to establish strong relationships with parents and children right from the start. Children are supported well to settle into nursery and during their move to another room. As a result, children are happy, confident and eager to take part. Children are given tasks and responsibilities which they take great pride in, such as helping to make the beds and laying the table. This further promotes their confidence and independence and prepares them well for the next stage in their learning. Staff are helping children to develop a good understanding of how to keep themselves healthy. During one of their regular exercise activities, children talk about how they have made their hearts beat fast and their bodies needing water. Staff have begun to develop the outdoor area for older children. However this still requires further improvements to make full use of the learning opportunities the outdoors provides.

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

Leaders and staff are enthusiastic in their roles and are always looking for ways to further improve their practice and provision for children. Robust self-evaluation and improvement planning ensures the right actions are set to quickly address any weaknesses. The quality of teaching is closely monitored and staff are supported well to improve their practice. They regularly observe one another to help them understand how to better promote children's learning. Staff have opportunities to visit other settings to see high quality teaching and provision and skilled room leaders model effective practice. Leaders have regular meetings with individual staff and together as a team to challenge performance. A good range of training is provided. Children's progress is closely monitored to identify any gaps in their learning and staff provide for these accordingly. As a result, children are making good progress and leaders are clearly focused on improving teaching further to support children to make outstanding progress.

## Setting details

<b>Unique reference number</b>	EY392495
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1004970
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	28 March 2014
<b>Telephone number</b>	01482620388

Busy Bees at Hull is one of a number of day care provisions owned by Busy Bees Nurseries Limited who took over the registration of the nursery in 2009. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a ground floor purpose built facility, which is situated close to the centre of Kingston-Upon-Hull. There is a fully enclosed area for outdoor play. The nursery operates each weekday, all year round between the hours of 7.15am and 6.00pm, excluding public holidays. There are 17 staff employed to work with children, 12 of whom hold appropriate childcare qualifications at level 3 or above. There are also two level 2 qualified members of staff.

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