

## Inspection date

19 June 2015

Previous inspection date

4 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff have made significant improvements since the last inspection. Senior staff have a much better system in place to check the staff's practice. They ensure that a broad range of learning experiences is provided for children.
- The quality of teaching is now consistently good because staff plan stimulating activities based on children's unique interests and needs. As a result, children's progress is positive given their starting points and capabilities.
- The dedicated and caring staff know the children and their families particularly well. This helps children and families to establish very secure and trusting relationships with key persons and other nursery staff.
- The movement between rooms is managed very well. Staff share detailed information with the next key person. They also talk with parents and agree when it is best for a child to move in to the next room.
- Children are effectively safeguarded. Staff understand possible signs and symptoms of abuse and clearly know the procedures to follow if they have concerns about a child.
- Managers effectively follow rigorous recruitment and vetting procedures that help them to ensure that all staff are suitable. Staff are well qualified and share information from training and early years events to extend team knowledge and skills even further.

### It is not yet outstanding because:

- The environment and routines at lunch and sleep times are not organised well enough to ensure this is a calm and relaxed experience for some children.
- Staff are yet to fully establish their new roles and responsibilities, in order to enrich the provision for children.

## What the setting needs to do to improve further

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

- review the organisation of the environment and routines so that children benefit from a more calm and relaxed period at lunch and sleep times
- make the most of staff's enhanced skills and knowledge by building on their new roles and responsibilities to ensure their practice continues to have a positive impact on the learning outcomes for children.

### Inspection activities

- The inspector observed activities and interactions between staff and children in the inside and outdoor environment.
- The inspector sampled a range of information, including children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children. She looked at a range of required documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Lucy Showell

## Inspection findings

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

All staff effectively understand and implement the requirements of the Early Years Foundation Stage. Parents are involved right from the start because staff encourage them to share information about their children. Staff suggest activities that parents can do at home with their children and invite them to participate in activities at nursery. Parents are also kept up to date with their children's ongoing progress. This is through regular opportunities to look at and comment on their children's learning records. Staff interact well and engage in children's play by providing guidance and asking questions to enrich children's language and thinking skills. This helps to prepare children well for their next stages in their learning and development, such as moving on to school. Staff work closely with other professionals and effectively follow guidance to support children with special educational needs and/or disabilities. They quickly identify the children in need of additional assistance. Staff then adapt their practice and activities where appropriate to help the children make continual progress in their development.

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

The nursery is welcoming, bright and stimulating. Resources in each of the rooms are easily accessible and carefully matched to suit the age range and interests of the children. As a result, children are eager to play and motivated to choose what they want to do. Further opportunities outside, inspire children to investigate, experiment and develop their own ideas. Children also benefit from plenty of fresh air and exercise, which positively contributes to their well-being. Healthy and balanced meals and snacks are freshly prepared and include a variety of fruit and vegetables. Staff carry out safety checks throughout the day and follow good hygiene routines. They are good role models and use praise and encouragement to remind children what is expected of them. As a result, children's behaviour is good and they understand how to be polite and respectful. The day is generally well organised and children are supervised effectively. However, the midday session is, on occasions, too rushed and busy. As a result, some children do not always eat or settle down for sleep in a calm and relaxed manner.

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

Managers and staff regularly reflect on their practice and procedures. They involve parents, carers and children by asking for their opinions. This helps managers and staff to recognise their strengths and focus on areas for future improvement. They successfully use what they discover to devise and implement clear action plans. As a result, their capacity for continuous improvement is good. Since the last inspection, staff have updated their skills and knowledge through additional training and completing research. Management have recognised the benefits of this and are now delegating some additional responsibilities to the team. However, they have yet to ensure that these new roles become well established and continue to have a positive impact on the outcomes for children.

## Setting details

<b>Unique reference number</b>	EY422568
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1010974
<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>	103
<b>Number of children on roll</b>	129
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	4 September 2014
<b>Telephone number</b>	01217004898

Discovery Land was registered in 2010. The nursery is situated within a local car plant in Solihull and is only accessible to children of the car company's employees, contractors and family members. The nursery employs 33 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

