

# Busy Bees Day Nursery at Preston Ashton House



Ashton Park, Pedders Lane, Ashton-on-Ribble, Preston, PR2 1HL

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 12 December 2016  |
| Previous inspection date | 22 September 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff establish strong and respectful partnership working with parents and other professionals to help meet the needs of children. The views of parents and children are sought regularly in evaluation and used to drive improvements across the nursery.
- Staff use a variety of ways to promote information sharing. They provide support and guidance to help parents to continue children's learning at home. This helps all children to make good progress, including those who have special educational needs and children who speak English as an additional language.
- Staff encourage children to play, explore and investigate. They follow children's interests well and effectively plan for what each child needs to learn next.
- Children are given a warm welcome by the friendly and approachable staff. This helps children to settle easily, form strong bonds with their key person and develop confidence and independence.

### It is not yet outstanding because:

- At times, children's concentration and engagement are interrupted due to the noise levels in some of the rooms.
- The programme of staff training, monitoring and supervision is not being used to maximum effect to review the impact this has on the quality of teaching and learning.

## What the setting needs to do to improve further

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

- maximise even further opportunities for children to develop their concentration, engagement and learning
- build on the programme of staff training, monitoring and supervision and review the impact this has on the quality of teaching and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She looked at a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager, regional director and childcare coordinator.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of child protection issues and are confident in their responsibilities in following the relevant safeguarding procedures. Staff understand what to do if they are worried about the safety and welfare of a child. They are deployed effectively to supervise children well and ensure ratios are maintained to help keep children safe. The manager has high expectations of the staff and the achievements that children make. Additional funding is used effectively. Staff have used accurate assessments to help identify gaps in the progress of some children's mathematical skills. They have provided parents with resources to help them to continue children's learning at home. This has significantly helped gaps in children's learning to close.

### Quality of teaching, learning and assessment is good

The vibrant and enthusiastic staff know children well. Most of the time, they effectively engage children in purposeful conversations and use prompts and gestures to support language well. Children confidently use a range of verbal and non-verbal communication skills to share their thoughts and ideas. Babies enjoy moving their bodies to music and copying the repetitive sounds and words of the songs. Older children make predictions and use puppets and props to retell the story. Children develop good investigation, problem solving and critical-thinking skills. For example, older children use blocks in different ways, they line them up, balance on them and make towers. Younger children show curiosity as they explore the different toys. Overall, children work out how things work and keep on trying as they experiment using different media and materials. They are keen to search for the letters in the sand. Staff use a range of effective methods as they give clues and prompts to help children work out what the letters are.

### Personal development, behaviour and welfare are good

Staff invite parents to share information about children's care needs and interests. This helps them to get to know children well and effectively support their physical and emotional well-being from the start. Staff promote children's independence skills well. They are good role models and give clear and consistent reminders of expectations. This helps children to understand how to behave. They are kind and caring and play cooperatively together. Resources are planned so that children can make choices and explore them freely. Children are inquisitive and show a strong sense of belonging. They develop a growing understanding of how to keep themselves safe. For example, as they carefully cross the car park to the play area and use tools and equipment safely. Children learn to make healthy choices and develop good self-care skills. They thoroughly enjoy playing energetically, such as outdoors, and develop confidence in their physical skills.

### Outcomes for children are good

All children are active, curious and enthusiastic learners. They are eager to join in activities and contribute their views and experiences with others. Children enjoy good relationships with staff and their peers and have good levels of confidence and self-esteem. All children acquire the skills they need for their move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 309355  |
| <b>Local authority</b>                           | Lancashire  |
| <b>Inspection number</b>                         | 1079392   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 9   |
| <b>Total number of places</b>                    | 161   |
| <b>Number of children on roll</b>                | 147   |
| <b>Name of registered person</b>                 | Busy Bees Nurseries Limited   |
| <b>Registered person unique reference number</b> | RP900821  |
| <b>Date of previous inspection</b>               | 22 September 2014   |
| <b>Telephone number</b>                          | 01772 726696  |

Busy Bees Day Nursery at Preston Ashton House was registered in 1994. The nursery employs 43 members of childcare staff. Of these, 29 hold appropriate early years qualifications to at least level 2. This includes one member of staff with qualified teacher status, 15 staff hold a qualification at level 3, one holds a qualification at level 4 and two hold a qualification at level 5. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs.

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