

Busy Bees Day Nursery at Warndon

Brindley Road, Warndon, Worcester, Worcs, WR4 9FB



Inspection date	7 December 2017
Previous inspection date	19 February 2015

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

- Leadership and management of the setting are strong. They are ambitious and communicate their high expectations to practitioners. Self-evaluation plans and reflective practice provide a continued and systematic improvement to the quality of the provision. This ensures outcomes for children are good.
- Children enjoy their time at this very welcoming and supportive nursery. They can explore, make their own discoveries, solve problems and learn skills for life to ensure they are ready for the next stages in their learning.
- Children benefit from being cared for by practitioners who are caring, enthusiastic and committed to the role. Practitioners have a very good knowledge of how children learn and develop. They know children well and understand each child's characteristics, starting points in their learning and ongoing development needs.
- Practitioners are good role models. They promote and encourage positive behaviour and young children learn to share and take turns. All children receive plenty of praise and encouragement for their achievements. This helps them to feel good about themselves. Older children play collaboratively and learn to think about the needs of others.

It is not yet outstanding because:

- On occasions, practitioners do not manage small-group time in the pre-school room effectively. Sometimes, it is too noisy for children to listen and concentrate.
- Practitioners' professional development is not yet specifically focused on raising the quality of teaching to an outstanding level.

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 small-group time in the pre-school room, so that children can always listen and concentrate on the activity taking place
- extend the focus on practitioners' professional development to raise the good quality of teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the provider's representative and the manager. She looked at relevant documentation, such as the self-evaluation, a sample of policies and procedures, children's records and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of inspection and those views expressed in questionnaires.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners undertake relevant training and they understand what to do in the event of a concern about a child's welfare or when an allegation is made. Safety within the setting is given good consideration. The premises are secure, practitioners are well deployed, and they are vigilant and supervise children well. Recruitment, vetting and induction procedures are robust and implemented consistently. There are good procedures in place to check practitioners' ongoing suitability through regular supervision meetings and performance management. Effective systems are in place to monitor the quality of teaching and learning. Planning and assessment documents are consistently reviewed to ensure any gaps in children's learning are clearly identified and planned for. Parents speak very positively about the nursery. Some parents say, 'It is brilliant and their children are thriving'.

Quality of teaching, learning and assessment is good

Practitioners are well qualified and have a secure understanding of how to promote children's learning. They provide a wide range of challenging and fun experiences based around children's learning needs. This includes good provision for all children to use their senses and be creative. Children's communication skills are fostered very effectively. All children are helped to become confident communicators. Babies and younger children enjoy singing action songs, listening to stories and making marks. Practitioners encourage older children to make links in their learning through their skilful intervention. They teach children how magnets work and encourage them to test out their ideas as they look for other objects in their room that may be magnetic. From an early age, mathematical concepts are introduced through play, such as counting and sorting by colour and size. Older children say they like playing with their friends and with puzzles and cars. Babies are very content in their room and explore resources with confidence.

Personal development, behaviour and welfare are good

The stimulating and well-organised environment enables children to enjoy their learning. The effective key-person system helps children to form strong attachments and promotes their emotional well-being and independence. Children's specific health and dietary needs are well documented and understood by all. A healthy lifestyle is encouraged with a strong focus on healthy eating and being active. Children are involved in making choices and older children take on small tasks. For example, being a helper at lunchtime and being on the children's committee. This is an inclusive nursery and managers work closely with parents and other professionals to support children's individual needs.

Outcomes for children are good

Children are keen learners. They are well prepared for the next stages in their learning and are effectively supported in their transition to school. Children use their imaginations and creative skills well. They manipulate dough, experiment with paint and identify colours, and take on different roles in the home corner. Children learn about letters and the sounds they represent and begin to understand about rhyming words.

Setting details

Unique reference number	205403
Local authority	Worcestershire
Inspection number	1089916
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	112
Number of children on roll	119
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Date of previous inspection	19 February 2015
Telephone number	01905 759 001

Busy Bees Day Nursery at Warndon registered in 1999. The nursery employs 27 members of childcare staff. Of these, 22 hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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