

Bee Happy Nursery & Pre School



Chichester House, Chichester Road, Romiley, Stockport, Cheshire, SK6 4BL

Inspection date	13 July 2018
Previous inspection date	18 August 2014

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

- The experienced management team is committed to offering a good-quality provision for children and families. It has high standards and reflects on its practice on a regular basis, developing action plans to help to drive forward improvements.
- There is a calm and relaxed atmosphere within the nursery. Caring and nurturing staff help children to form secure emotional attachments and all children are happy and settled. Younger children's routines are tailored to suit their needs and preferences.
- Staff use observations to gain an accurate picture of children's development. Staff share regular information with parents, value their contributions to assessments and support them to continue children's learning at home. For example, staff share children's favourite rhymes and the sign language they are learning. This shared approach contributes to children's good progress.
- Managers offer staff targeted training opportunities aimed at benefiting children. Recent training on how to teach older children letters and sounds has had a positive impact on staff's teaching skills and the interesting activities and sessions they offer.

It is not yet outstanding because:

- Staff do not provide younger children with a range of opportunities to help them to begin to develop an awareness of different people and cultures from the wider world.
- Sometimes, staff do not give children sufficient time to respond to questions, to enable them to develop their thinking and speaking skills even further.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to develop an awareness of people and cultures beyond their own immediate experiences
- adapt teaching methods when talking to children to allow them to develop their thinking and speaking skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the manager and they jointly evaluated the teaching.
- The inspector held a meeting with the provider and the manager. She viewed a range of documents and checked evidence of the suitability of all adults working on the premises.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector spoke to parents on the day of the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff recognise the potential signs of abuse. They understand what to do if they have concerns about children's safety or welfare and how to respond in the event of concerns about the behaviour of a colleague. Stringent recruitment procedures help to ensure that staff are suitable for their roles, and their suitability is checked on a regular basis. Staff's practice is monitored in a range of ways. For example, managers moderate staff's observations and assessments of children's learning and staff attend supervisory sessions where they receive feedback on their practice. This helps staff to develop their skills and knowledge. Managers have systems in place to monitor children's progress. They quickly identify any children who may be at risk of falling behind. Managers also closely monitor groups of children. They use their understanding of child development to make good use of additional funding. For example, they target the funding to help children to develop the skills that they will need for school.

Quality of teaching, learning and assessment is good

Staff offer younger children a range of opportunities to help them to develop their physical skills. They closely supervise children as they carefully balance over crates. Children delight as staff help them to throw and catch large balls, and children become excited when they succeed. Staff working with two-year-old children provide them with a healthy food tasting activity. Children use blunt knives to cut through strawberries and persevere as they use their fingers to open pea pods. Staff encourage children to taste lemons and limes and they share laughter with staff as they discover the different tastes. Staff working with three- and four-year-old children provide activities that help children to recognise initial sounds in words. They challenge children to blend sounds together to make simple words, such as 'jug'. Staff use objects to bring the sessions to life. Children are motivated, they listen well and are confident in their own abilities.

Personal development, behaviour and welfare are good

Mealtimes are social occasions. Children confidently help to serve meals and drinks. This helps to support their growing independence and social skills. Children benefit from a varied healthy diet. This supports their physical well-being. Staff share information regarding children's care with other settings that children attend. This helps to promote continuity of care. Staff act as good role models and children's behaviour is good. For example, older children show respect and concern for younger children and are aware of their needs as they all join together for a music session.

Outcomes for children are good

All children make good rates of progress. Children for whom the setting receives additional funding make very good progress and any gaps in attainment are closing quickly. Staff make good use of children's interests to help them to develop a thirst for learning. For example, four-year-old children show an interest in watches and staff teach them to tell the time. All children engage well in a range of activities and show high levels of engagement.

Setting details

Unique reference number	EY453994
Local authority	Stockport
Inspection number	1105472
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	58
Number of children on roll	60
Name of registered person	Bee Happy Nursery and Preschool Ltd
Registered person unique reference number	RP532001
Date of previous inspection	18 August 2014
Telephone number	01614066463

Bee Happy Nursery and Pre School registered in 2012 and was previously known as Little Treasures Day Nursery. The nursery employs 10 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, two hold qualifications at level 5, four hold qualifications at level 3 and two members of staff are unqualified, one of whom is currently undertaking an apprenticeship. The nursery opens from 7.30am until 6pm from Monday to Friday all year round, with the exception of bank holidays.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

