

Busy Bees Day Nursery at Great Yarmouth



James Paget Hospital, Lowestoft Road, Gorleston, GREAT YARMOUTH, Norfolk, NR31 6LA

Inspection date 10 July 2018
Previous inspection date 16 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 management team continually reflects on the service they provide. This includes gathering the views of parents and staff. This helps to identify areas to improve, to benefit all children. The newly appointed manager has a good overview of the nursery. She has set challenging but achievable plans for continual improvement.
- Staff complete risk assessments and daily checks of the premises to help to ensure a safe and secure environment for children. They are well deployed and supervise children at all times. Children access the areas and resources safely.
- Children have daily opportunities for fresh air and exercise. This helps to promote their physical well-being. Staff ensure that children are suitably protected from the sun.
- Staff form successful partnerships with parents. They encourage parents to share information about their children and inform them about their children's progress. Parents speak highly of the nursery and comment that they recommend it to others.
- Staff get to know the children well. They regularly assess children's level of development and plan activities to support children's ongoing learning.

It is not yet outstanding because:

- The current system for monitoring staff performance does not focus sharply enough on individual areas for development.
- At times, staff in the pre-school room miss opportunities to enhance children's learning. They comment on what children do and ask simple questions but do not seek to engage children's interests for prolonged periods.

What the setting needs to do to improve further

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

- focus existing staff performance management on individual areas for development, to raise the quality of teaching to the highest possible level
- enhance the quality of staff's interactions in the pre-school room, to help children develop high levels of concentration and engagement in activities.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team uses thorough procedures to ensure the safe recruitment and ongoing suitability of staff. All staff keep their knowledge up to date through training, and are confident about their individual responsibilities to keep children safe from harm. Staff are fully aware of what to do should they have any concerns about children's welfare. The manager implements clear policies and procedures to guide staff. Staff monitor children's well-being and keep records for those children who require medication on the premises.

Quality of teaching, learning and assessment is good

Children enjoy exploring their environment. They make their own play choices and access the activities they enjoy. Children enjoy exploring how things feel. For example, they eagerly experiment with sand and water. Staff get down to children's level and talk to them as they play. Babies have ample space to move around safely, which supports their physical development. Staff respond well to younger children's vocalisations and babbles to support their communication skills. Children in the 'explorers room' are highly motivated. For example, they eagerly hunt in soil for pictures of bugs and use pencils and chalk to make marks. Staff in this room skilfully build on children's interests to help to extend their learning. Children of all ages readily go to staff for support when necessary.

Personal development, behaviour and welfare are good

Staff ensure that settling-in procedures for children are effective. For example, they find out about children's home routines to provide consistency of care. Babies and young children sleep or rest according to their needs. Children build secure bonds with staff, which helps them to feel safe and secure in their environment. Staff help to prepare children well for their move from one room to the next. For example, they provide opportunities for children to become familiar with the new environment. Healthy eating is promoted well. Staff are aware of children's special dietary needs and allergies. They ensure that they serve food safely. Staff support children to follow good hygiene routines. Children experience sociable mealtimes as they sit alongside their peers. Children behave well. Staff praise children as they recognise their efforts and achievements. This helps to raise children's confidence and sense of self-esteem.

Outcomes for children are good

Children successfully gain the skills they need to support their future learning, including their eventual move on to school. They make good progress from their starting points. Children demonstrate a good level of confidence and curiosity. For example, babies enjoy looking at books with staff and learn about cause and effect as they realise that pushing a button on a toy makes a noise. Children become more independent. For example, they feed themselves at lunchtime and clear away their plate when they have finished eating. Children have many opportunities to develop their early writing skills. They develop their personal care skills, relevant to their age and ability.

Setting details

Unique reference number	EY304521
Local authority	Norfolk
Inspection number	1140744
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	71
Number of children on roll	148
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	16 April 2013
Telephone number	01493 661583

Busy Bees Day Nursery at Great Yarmouth registered in 2005. It is part of a national chain of settings. The nursery employs 22 members of childcare staff and a cook. Of these, 14 staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 52 weeks a year, excluding bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two- three- and four-year-old children.

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