

Busy Little Bees

34 Sheaf Lane, Sheldon, Birmingham B26 3HD



Inspection date	24 September 2018
Previous inspection date	19 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- The setting has made significant progress and addressed all of the actions raised at the last inspection. Managers and staff have undertaken professional development opportunities to develop their knowledge and skills in all aspects of care and learning.
- Managers and staff have a good understanding of safeguarding issues, including the signs that may indicate a child is at risk and the procedures for sharing their concerns. Written policies reflect clear information regarding referral procedures. Effective routines mean that visitors and unvetted adults are not left in sole charge of children.
- Staff observe, assess and effectively plan for children's individual learning needs. Activities motivate, interest and challenge children and support their learning well.
- Self-evaluation effectively identifies areas of strength in the nursery and potential areas for development. Staff actively seek the views of parents and use these to drive continual development.
- Staff work well in partnership with local schools. They provide good support for children as they prepare them to move to school.
- Staff support children who speak English as an additional language. They gather words from children's home language to build children's confidence and help them to settle.

It is not yet outstanding because:

- Arrangements for reviewing and reflecting on staff practice to ensure continuous improvement are still evolving.
- Routines for encouraging parents to share their child's learning at home are not yet fully established.

What the setting needs to do to improve further

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

- build on arrangements for reviewing and reflecting on staff's practice to ensure that continuous improvements are made
- enhance partnership working with parents to encourage sharing of their child's learning at home.

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 spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and nursery managers and 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
Tracey Boland

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Managers and staff understand their roles and responsibilities in protecting children from harm and neglect. Security measures are good. Managers keep track of the achievements of all children to ensure they make good progress. They offer good support for staff to discuss their performance and to enhance their skills. Managers and staff work closely with other professionals so that children who have special educational needs and/or disabilities receive good support to promote their development. Parents are happy with the service. They speak positively about the staff and the relationship they have with the children.

Quality of teaching, learning and assessment is good

Managers and staff have worked hard to ensure that observations and assessments are clear, concise and help identify future learning for individual children. Planning is effective and includes clear differentiation of activities for differing abilities of the children. Children are inquisitive, motivated and quickly engage in activities. Resources are plentiful and effectively support children in their play. For example, children look at themselves in mirrors and talk about their features. They identify how many eyes, ears and lips they have. Children carefully recreate their own features when making faces with collage, using the natural materials they have found in the garden. Books are freely available. Children enjoy looking at them alone and spend time pretending to read to an invisible audience. They also enjoy reading and recreating favourite stories, especially one that involves searching for a bear. Children use their imagination well. They delight in becoming different characters and pretend to fly around the garden saving each other from many different situations.

Personal development, behaviour and welfare are good

Children are happy and settled. They form close attachments with staff and firm friendships with other children. Behaviour is good. Staff build children's self-esteem and confidence. They guide them well as they learn to negotiate through play, take turns and share resources. Staff meet children's individual care needs very well. Children rest and sleep according to their needs. Staff address children's personal care needs, such as nappy changing, well and children remain comfortable throughout the day. Children spend lots of time outdoors and enjoy being active. Children learn about healthy foods while they enjoy nutritious meals and snacks. Younger children delight in making nutritional drinks with fresh fruit. They use small tools to mash the fruit and add milk and enjoy tasting what they have made.

Outcomes for children are good

All children make good progress in their learning from their individual starting points. Children are developing the skills of active learners who make decisions about their play. They engage in creative play with a wide variety of resources and use small tools well. Children develop skills in early numeracy and literacy. They recognise differences in size and shape while looking for leaves. Children recognise letters that form their names and write them. They receive good support to prepare them for the next stage in learning at the setting and at school.

Setting details

Unique reference number	EY218007
Local authority	Birmingham
Inspection number	10068176
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	46
Number of children on roll	64
Name of registered person	Busy Little Bees Nursery (Sheldon) Limited
Registered person unique reference number	RP908148
Date of previous inspection	19 April 2018
Telephone number	01217432828

Little Busy Bees registered 2002. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There are 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

