

# Busikids Limited

Upper Northam Drive, Hedge End, Southampton, Hampshire SO30 4BG



<b>Inspection date</b>	3 June 2019
Previous inspection date	26 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

### This provision is good

- Staff use their accurate assessments of children's learning to plan an interesting range of activities that support children with what they need to learn next. Teaching is strong in most rooms of the nursery and successfully helps children to develop new skills and make good progress in their learning.
- Friendly and caring staff effectively foster children's welfare and self-esteem well. They successfully encourage children to build friendships and manage their feelings and behaviour. Babies benefit from sensitive settling-in arrangements that support their emotional well-being very effectively. Staff vigilantly meet children's additional health and dietary needs.
- Staff work in effective partnership with parents and other agencies to successfully promote consistency in children's care and learning. Staff provide good support for children, including those with special educational needs and/or disabilities, as they prepare them for their move to school or for the transition to their next nursery.
- Staff build on their experience and/or qualifications through training opportunities and information sharing, such as at staff meetings. However, staff development does not focus precisely enough on improving variations in teaching so that children consistently benefit from strong teaching across the nursery.
- At times, learning opportunities indoors do not consistently support older toddlers to be fully motivated and highly challenged within their play and learning.

## What the setting needs to do to improve further

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

- develop further the arrangements for staff supervision and performance management to help identify and build on their teaching skills to raise the quality of practice to the highest level consistently across the nursery
- build on existing teaching strengths to consistently provide motivating and highly challenging play and learning experiences indoors, with particular regard to the older toddler age range.

### 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, children and parents during the inspection.
- The inspector completed a joint observation with the manager in the older toddler's room.
- The inspector held a meeting with the directors and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

**Inspector**  
Melissa Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify a wide range of signs that would lead them to report on a concern about children's safety. They show a secure understanding of the procedures to follow including if they needed to raise a concern about the conduct of another adult. Leaders follow suitable recruitment procedures to ensure staff's suitability to work with children. The manager has effective systems in place to monitor the accuracy of staff's assessments. She checks the progress children make effectively to ensure that any differences in learning are addressed swiftly, ensuring good outcomes for all children. Staff use additional funding very effectively to support children's individual learning needs and to help them make good progress. Leaders identify areas for improvement that benefit the children. For example, since the last inspection leaders have gained a recognised healthy eating award and developed further their outdoor play spaces, which has successfully supported children's health.

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

Children of all ages build their confidence as they make choices for themselves in a well-resourced nursery. Staff support early language development well as they repeat back the sounds that young children make and successfully introduce new words. Staff purposefully interact with children so that they can build further on what they know. For example, pre-school children enjoy listening to a story compact disc. Staff present interesting challenges such as to extend children's understanding of shape, measure and simple calculation during the story. Children learn about each other's similarities and differences and ways of life outside of their own, such as through the frequent visitors to the nursery and trips into the community.

### Personal development, behaviour and welfare are good

Staff build strong bonds with children and meet their individual needs well. They consistently support children to learn about keeping themselves safe. For example, younger children learn to wait their turn before sliding down the slide. Leaders ensure staff and children are familiar with the emergency evacuation procedures and quickly evacuate the premise in the event of an emergency. Staff effectively help children to collaborate on tasks and understand that their views matter. For example, staff engage children as active participants in decision making, such as when older children vote for their choice of story with a show of hands or younger children choose their activities for the day from a selection of picture cards.

### Outcomes for children are good

All children make good progress, given their starting points and capabilities. Babies are inquisitive learners who show fascination when mirrored blocks make glittery reflections in the sunshine. Young toddlers eagerly experiment with sounds as they tap out a rhythm on the pots and pans. Outside, older toddlers show great imagination as they sing songs and row in their imaginary boats. Older children learn to do simple calculations, recognise letters and understand that print carries meaning as they learn to write their names. All children develop high levels of confidence and sustain their concentration at tasks in readiness for school.

## Setting details

<b>Unique reference number</b>	110339
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108408
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	179
<b>Name of registered person</b>	Busikids Limited
<b>Registered person unique reference number</b>	RP517968
<b>Date of previous inspection</b>	26 May 2015
<b>Telephone number</b>	023 80470797

Busikids Limited registered in 1997. It operates from a converted house in Hedge End, near Southampton. The nursery opens from 7.30am to 6pm on Monday to Friday for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children age two, three and four. The nursery employs 32 staff who work with the children, 24 of whom hold appropriate early years qualifications at level 2 or above.

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