

Busy Bees Day Nursery at Wellingborough

Enstone Court, Wellingborough, Northamptonshire NN8 2DR



Inspection date	8 April 2019
Previous inspection date	29 July 2013

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

- The manager is very knowledgeable about the early years foundation stage and how to improve outcomes for children. She is ambitious and forward-thinking and has the children and their families at the heart of everything she does.
- The management company provides staff with superb opportunities to continue their professional development. For example, staff have attended training to help them enhance children's outdoor learning experiences.
- The qualified staff demonstrate consistently good teaching skills, with some examples of outstanding practice. They know children well and use information from their observations and from parents to plan activities. This helps children to make good progress from their starting points, including children who speak English as an additional language.
- The manager and staff have developed exceptional relationships with the parents. They use highly successful ways to engage parents in their children's learning. They share information through a very broad range of effective strategies. For instance, parents contribute information using a communication book from home and attend meetings with their child's key person.
- Staff provide a well-resourced and inviting environment that helps children to explore and investigate independently. Children thoroughly enjoy the enhanced opportunities that staff offer, such as exploring pasta with tweezers and spoons. This helps to promote children's hand-to-eye coordination.
- The key-person system is effective in assuring children's emotional development and welfare. Children develop strong attachments to their key person. Staff demonstrate they genuinely care about the children they are responsible for.
- Occasionally, group activities in the pre-school room lack variety and imagination, meaning that some children are not as motivated, enthused or fully engaged in their learning.

What the setting needs to do to improve further

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

- develop the organisation of pre-school group sessions so they are imaginative and varied to help all children remain highly engaged in their learning.

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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, the regional director, the divisional childcare adviser and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The nursery has a comprehensive safeguarding policy and procedure in place. The manager and staff have a good knowledge of what to look out for and the action to take if they have concerns about a child's welfare. Staff maintain the correct ratios and supervise the children well. They carry out regular head counts when the children move between play spaces. The company policy for recruitment and checking ongoing suitability is very robust. This helps to ensure staff working with children are suitable to do so. The manager supports staff well through planned supervision and regular staff meetings. Self-evaluation is well focused on developing the nursery. Parents' and children's views are sought using innovative methods, such as voting stones and a children's council.

Quality of teaching, learning and assessment is good

Staff provide opportunities for toddlers to develop reading and writing skills. For example, toddlers are given a clipboard and a list of items associated with spring, and search the garden to find the items. Staff build on toddlers' interests, vocabulary and mathematical skills while they play. When children pour water into cornflour, staff offer ideas to extend their scientific understanding by suggesting they add paint and mix the colours. Toddlers build using coloured blocks. Staff skilfully incorporate mathematical concepts, such as guessing the colours, comparing the height of the tower and counting the bricks. Staff challenge pre-school children's early literacy skills, for instance identifying the initial letters of words and writing their own name. Staff support children with special educational needs and/or disabilities (SEND) well. They work closely with the parents and take advice from other professionals to provide targeted support plans.

Personal development, behaviour and welfare are good

Pre-school children begin to learn about risks and safety. A group accompany staff, checking the garden for broken toys and rubbish before the whole group can access the garden. Staff support children to develop an understanding of the local community and the wider world. Children benefit from visits to the local environment and they welcome visitors from members of the community, such as fire fighters, a dentist and police officers. The superb outdoor learning opportunities encourage children to have fresh air as they develop their physical skills and explore the natural world. Children enjoy kicking a ball, negotiating space on the wheeled toys and exploring the mud kitchen.

Outcomes for children are good

Children develop a love of books and a fondness for reading. Babies enjoy the closeness and comfort of staff as they sit on their knee and snuggle in to listen. Older children listen attentively to staff reading a story in an animated voice. Babies use their senses to explore a wide range of objects of different textures. They smile as they 'crunch' a ball and pass it to visitors. Toddlers become completely absorbed in mixing oil, water, food colouring and effervescent tablets to create bubbles in a lava lamp. The manager has made good use of additional funding. Increased resources have enriched children's communication and language skills. Staff prepare children well for their future learning, including their move to school.

Setting details

Unique reference number	220266
Local authority	Northamptonshire
Inspection number	10102047
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	100
Number of children on roll	118
Name of registered person	Just Learning Ltd
Registered person unique reference number	RP900810
Date of previous inspection	29 July 2013
Telephone number	01933 224666

Busy Bees Day Nursery at Wellingborough registered in 1999 and is situated in Wellingborough, Northamptonshire. The nursery employs 24 members of childcare staff, 13 of whom hold an appropriate qualification at level 3. Three members of staff have a BA Honours degree in Early Childhood Studies. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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