

# Busy Bees Day Nursery at Bristol, Portishead

Serbert Road, Gordano Gate, Portishead BS20 7GF



|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 5 June 2019  |
| Previous inspection date | 16 June 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| 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 caring staff team builds strong bonds with children to help promote their emotional well-being. For example, all children demonstrate a real sense of belonging and respond well to the close interactions with staff.
- Leaders and managers are reflective and have a clear view of the setting's strengths and areas for further development. They have a strong drive to raise standards and promote the best possible outcomes for all children.
- Managers and staff are very good role models. They teach children to build strong friendships and to show kindness, respect and tolerance as they play. Children behave extremely well and are confident, happy and secure.
- Children benefit from daily outdoor play in the exciting outdoor areas. Staff guide children's risky play particularly well to help them to learn ways to keep themselves safe and support their physical development.
- The varied educational programme is reflective of children's individual interests and needs, and is well implemented by staff. This helps motivate children to engage well and encourages them to be eager to try new experiences.
- Opportunities are occasionally missed for children to gain independence when staff carry out tasks for children that they could do for themselves.
- Staff miss opportunities to teach children to recognise numbers and count to help develop their early mathematical skills.

## What the setting needs to do to improve further

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

- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves
- enhance opportunities for children to hear and recognise numbers and counting during play.

### Inspection activities

- The inspector toured the premises and viewed available resources.
- The inspector held discussions with the manager and other leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside in each area.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked evidence of the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.

**Inspector**  
Tracey Cook

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the potential signs and symptoms that children may display if being harmed. The manager ensures that all staff understand the child protection policy at induction and regularly thereafter. They are aware of how to report concerns correctly to promote children's welfare. The manager closely monitors the learning of individual and different groups of children, and swiftly identifies and addresses any potential gaps in learning. Partnerships with parents promote a shared approach to children's learning. The manager and staff involve parents in their children's learning at home and keep them well informed of children's progress and activities. The manager supports staff well to improve their teaching practice. She encourages staff's continuous professional development. For example, staff receive ongoing support and all attend regular training, such as observation, planning and monitoring training which has improved planning for individual children.

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

Staff use knowledge gained from parents to plan learning from the outset. They observe, monitor and track children's progress to quickly identify any gaps in learning and to plan for their next steps. Enthusiastic staff have high expectations of the children and plan well to meet their needs. Older children have lots of opportunities to develop an understanding of the world. For example, staff teach children how torches work, as they encourage them to make shadows of different animals. Younger children learn early reading skills, such as when staff enthusiastically read a story and use visual aids to help children recall what will happen next. Staff teach babies how to develop their hand-to-eye coordination. For example, they learn to use spoons to scoop flour. This also helps to support their physical development.

### Personal development, behaviour and welfare are good

Staff work together efficiently to supervise children closely and keep them safe. For example, during outside play, staff are deployed well so that they can always see the children. Staff promote children's understanding of the world well through activities linked to festivals and cultures, such as Chinese New Year. They use different languages in displays around the pre-school room, such as the months of the year, to value children's home languages. Children learn about how to keep themselves healthy. For example, they know the routines and have daily opportunities to play outside and extend their physical skills, such as balancing and running.

### Outcomes for children are good

Children are happy and negotiate well as they play. They enjoy listening to stories and developing their communication skills. Babies explore freely and discover new interests. Younger children learn to investigate colour and texture as they mix the paint. Older children develop their physical skills as they mix the mud and water to create mud pies in the garden, for example. Children quickly develop the skills they need for their future learning and the move to school.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY252071                           |
| <b>Local authority</b>                           | North Somerset                     |
| <b>Inspection number</b>                         | 10073164                           |
| <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 - 5                              |
| <b>Total number of places</b>                    | 91                                 |
| <b>Number of children on roll</b>                | 124                                |
| <b>Name of registered person</b>                 | Busy Bees Nurseries Limited        |
| <b>Registered person unique reference number</b> | RP900821                           |
| <b>Date of previous inspection</b>               | 16 June 2016                       |
| <b>Telephone number</b>                          | 01275 847275                       |

Busy Bees Day Nursery is situated on the outskirts of Portishead, North Somerset. The nursery registered in 2003. It opens each weekday throughout the year, except for bank holidays, and operates from 7.30am to 6pm. The nursery employs 24 members of staff to work directly with the children. Of these, 17 staff hold a relevant childcare qualification, of which two are at level 6. The nursery receives funding to provide free early years education for children aged two, three and four years.

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