

Busy Bees Day Nursery at Chippenham

Bath Road, Cepen Park South, Chippenham, Wiltshire SN14 0BJ



Inspection date	28 May 2019
Previous inspection date	10 May 2016

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

- Children are well cared for by the friendly and caring staff. The close relationships that children form with their key person and other staff working with their age group foster their confidence and well-being effectively. Staff take the time to get to know children, they are attentive to their needs and spend good-quality time supporting them in their activities.
- Staff undertake effective observations and assessments of children's skills, helping them to monitor children's progress closely and accurately and outline appropriate next steps in their learning. Babies and children make good progress in their development. Children with special educational needs and/or disabilities and those for whom the nursery receives additional funding have good opportunities to reach their potential.
- Partnerships with parents are good. Staff build up a two-way flow of information with parents, to find out about children's achievements at home and help support a consistent approach for children. Parents comment positively on the staff's communication. They say the regular meetings, daily chats and chances to see their children's assessments and journals keep them well informed.
- Staff support children's development well through a combination of planned activities and by providing a stimulating environment. Babies and children are motivated to explore the wide range of good-quality resources. They confidently and independently choose from the interesting play opportunities, inside and outdoors.
- Staff are not always successful in building partnerships and sharing information with other settings children attend, to help offer children consistent support across all aspects of their lives.
- Staff do not always follow children's interests and fascinations during activities to extend their involvement and learning as much as possible.

What the setting needs to do to improve further

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

- strengthen the partnership working with providers of other settings that children attend
- give further consideration to children's interests and fascinations as they explore, to extend their involvement and learning as much as possible.

Inspection activities

- The inspector observed activities in all of the main playrooms and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and regional managers of the company. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, and the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments in questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff carry out thorough risk assessments and understand what to do if they have concerns about a child in their care. The manager follows safe recruitment and careful induction processes. She conducts review meetings with staff and follows procedures for the monitoring of teaching and children's progress. Staff are closely supported to develop their knowledge and skills. For instance, they undertake early years qualifications and eagerly capitalise upon the opportunities available through the parent company's training division. The manager leads reflection on nursery practice well. She closely involves staff and values parents' views. She also works with regional managers, for example undertaking in-depth audits and programmes of evaluation to outline further areas for improvement.

Quality of teaching, learning and assessment is good

Staff plan many activities to inspire children to explore and experiment with their senses. For example, older babies investigate making different large-scale marks with paint outside. Toddlers explore coloured ice balls that they roll to leave interesting marks. Older children use plastic syringes to suck up gloop and paint and experiment mixing colours. Staff use probing questions to encourage children to use descriptive language. Children talk about the ice being cold and learn names for the different shades of colours. Staff focus well on developing children's mathematics skills. For instance, toddlers learn about numbers as they use play money to pay staff for items in the role-play shop. Older children recognise numbers and make marks to represent these as they make charts to support their play.

Personal development, behaviour and welfare are good

Children behave well and develop good social skills. Staff gently remind children about boundaries that are in place for safety. They patiently help them appreciate the needs of others, learn to share toys and take turns. Older children build friendships and spend considerable time engaged in cooperative play. Staff foster children's healthy lifestyles well. Children develop their physical skills and enjoy being active in the fresh air. For instance, babies coordinate their movements as they play on the see-saw. Children take on challenges appropriately as they build, balance and climb and older children who will be moving on to school proudly take part in sports day-style races.

Outcomes for children are good

Children gain the skills they will need for their move on to school. Their language and understanding develop effectively, including those children who have English as an additional language. For instance, babies babble and use actions to communicate their needs. Older children take turns in conversation and use new words well in context, as they describe 'stretching' something. Children's independence develops well. For example, younger babies use their spoons effectively to feed themselves and older babies' confidently toddle off to find their boots, to go outside. Older children take pride in doing things for themselves, such as taking off and putting their shoes in the box at nap time and clearing away their things after their meals.

Setting details

Unique reference number	199372
Local authority	Wiltshire
Inspection number	10066871
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	106
Number of children on roll	108
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Date of previous inspection	10 May 2016
Telephone number	01249 463000

Busy Bees Day Nursery at Chippenham registered in 2000 and is located in Chippenham, Wiltshire. The nursery employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications from level 2 to 6, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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