

Inspection of Busy Bees Day Nursery at Loughborough

2 Storer Road, Loughborough, Leicestershire LE11 5EQ

Inspection date: 20 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff have high expectations of children's learning. They provide them with unique opportunities to think and solve problems. For example, they ask older children what will happen when they pour ingredients into the top of a pretend volcano. Children watch in awe and show great excitement as foam comes from the top. They say, 'It will go up to the sky' and 'It looks like fire.'

The manager and staff support children with special educational needs and/or disabilities (SEND) well. Parents say that staff work with other professionals to do what is best for children. Children receive one-to-one support from staff, are happy and demonstrate that they feel safe and secure.

Children attend special events in the local community, such as the pantomime. They have opportunities to extend their learning and enjoyment of the fairy tale they watch. Children look at books and act out the story. They say, 'There was Jack in it and a big beanstalk.' Children hold out their arms wide and say that the 'giant is big'. They talk confidently to staff, visitors and their friends.

Children learn to share and take turns. They value the praise they receive from staff, such as a 'high five' or verbal praise.

What does the early years setting do well and what does it need to do better?

- Staff know children well. They use the curriculum to broaden and enhance further children's experiences. For example, they offer children opportunities for 'messy play', such as to explore different textures, including water, sand and paint.
- Staff share information with parents about children's achievements. Parents comment positively about the nursery. They say that it is 'homely' and that staff are 'friendly', 'polite' and 'great with the children'.
- Staff support children's communication and language skills well. For example, staff repeat babbling noises back to very young children, which encourages them to learn how to take turns in conversations. Staff sing a song with younger children about pushing a block. They show children how to do this, which helps to develop their understanding of actions that link to words. When staff plan activities for older children, they introduce new words, such as 'chemical reaction', 'lava' and 'eruption', to help to extend their vocabulary.
- Staff find out information from parents about children's care needs and prior learning when they first start. This helps them to meet children's individual needs and to plan for what they need to learn next. Children receive a good quality of education.
- The manager supports her staff well. She invites them to attend supervision

meetings to reflect on their practice and identify how they can continue to support children's learning. Staff attend training courses to deepen their understanding of how to communicate with children with SEND. For example, they use sign language to support their understanding of words.

- Outside, older children have fun playing games. Staff introduce an obstacle course and explain the rules. Children listen well and follow instructions. They show their imagination when they decide to be an 'aeroplane', 'lion' and 'cat' to move around the course. Children are physically active. However, staff do not always provide very young children with opportunities for challenging physical play.
- Staff are sensitive to the emotional needs of very young children. They provide them with warmth and comfort if they are unsure. Staff follow children's lead and stay close to them as long as necessary to ensure that they feel secure.
- The cook and staff offer children a range of healthy meals and snacks. Children serve themselves some foods, which promotes their independence.
- Staff actively encourage positive behaviour. They remind children to use good manners. Children are polite. For example, at mealtimes, they say, 'Can I have some more dip please.'
- Staff support children who speak English as an additional language well. They encourage them to speak English and provide opportunities for children to listen to stories in their home language. This helps children to have a sense of belonging in the nursery.
- Staff work well with other pre-schools and nurseries children also attend. For example, they share information about children's achievements in a 'communication book'. When children start school, staff share information about children's development with teachers. This contributes to consistency in their learning.
- Older children demonstrate their understanding of how to use simple computer programs. However, staff do not always help children to develop their understanding of potential dangers when they use technical devices to access the internet.

Safeguarding

The arrangements for safeguarding are effective.

The manager uses robust recruitment procedures to make sure that staff are suitable in their roles. Furthermore, she checks staff's ongoing suitability to work with children. This helps to promote children's safety. The manager and staff have a good understanding of the signs of abuse and where to report concerns about children's welfare. The manager understands her responsibility to work with other agencies to promote children's safety. Staff carry out checks of the environment. This helps to provide a safe environment for children to play.

What does the setting need to do to improve?

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

- explore ways to help very young children to develop their physical skills through challenging play
- strengthen opportunities for older children to develop an understanding of the potential risks when they use technical devices to access the internet.

Setting details

Unique reference number	EY486991
Local authority	Leicestershire
Inspection number	10076441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	40
Number of children on roll	51
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01509 217275
Date of previous inspection	16 February 2016

Information about this early years setting

Busy Bees Day Nursery at Loughborough registered in 2015. The nursery employs 12 members of childcare staff. Of these, three hold early years qualifications at level 2, seven hold qualifications at level 3, one holds a qualification at level 5, and one holds a qualification at level 6. 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.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of all areas of the nursery.
- The inspector observed the quality of education 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 carried out a joint observation with the nursery manager.
- A meeting was held between the inspector, nursery manager and regional director. The inspector reviewed a sample of documents, including evidence of staff's suitability and training.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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.

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