

# Busy Bees Day Nursery at Cheadle Kingsway

High Grove Road, Cheadle, Cheshire SK8 1NP



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 14 August 2019 |
| Previous inspection date | 12 April 2013  |

| <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

- The manager has good leadership skills. She has an extremely positive and proactive approach to developing staff practice through accurate supervision which helps to identify training needs. Staff feel valued and supported as part of an inclusive team.
- Parents are extremely complimentary about the staff team. They comment on how well informed and involved they are with their children's progress. For example, parents access their child's learning record securely online and share experiences from home in this way.
- Staff are excellent role models for children as they display positive and respectful interactions with each other. This helps children to value each other and develop strong friendships with others.
- The manager has a good process of self-evaluation involving the whole team, parents and children. However, this does not always include improvements for the environment.
- Any additional funding the setting receives is used effectively. Children's individual needs and next steps for learning are carefully considered when purchasing and providing new resources.
- All staff know the children and families well. They have high expectations of children, and this is supported by accurate planning and observation systems. Gaps in learning are identified and addressed quickly. As a result of this, children make good progress from their starting points.
- Overall, the quality of teaching is very good. However, there are some instances where opportunities to extend children's learning are not identified by staff. This means that children do not always benefit from every experience they are involved in. Leaders should monitor the quality of teaching in all age groups to ensure staff recognise all learning opportunities for children.

## What the setting needs to do to improve further

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

- develop self-evaluation to include all areas, indoors and outdoors, of the nursery to further improve outcomes for children
- strengthen monitoring of the quality of teaching in all age groups to enhance this to an outstanding level.

### Inspection activities

- The inspector held meetings with the manager and scrutinised relevant documents, including systems for self-evaluation.
- The inspector completed a joint observation and evaluation with the manager.
- The inspector observed the quality of teaching across all age groups, indoors and outdoors.
- The inspector spoke to parents and children to gain their views of care and education.
- The inspector spoke to staff about children's learning, development and progress.

#### Inspector

Jasmin Sanders

## Inspection findings

### Effectiveness of leadership and management is good

The manager has a clear focus for the progression of staff. Training needs are identified through regular supervision and appraisal meetings. Some staff have recently had training to develop how they provide creative activities for younger children. This was shared with the whole team. Safeguarding is effective. All staff have an excellent understanding of how to keep children safe. They know who to contact if they are concerned about a child. Children help staff to identify risks in the outdoor area daily. This means they learn how to keep themselves and others safe as they discover what hazards may be present.

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

Staff help children to develop a range of skills, appropriate to their abilities and interests, through varied activities. For example, during story time, older children use words like 'swirling and twirling' to describe the movement of wind and tornados. Younger children engage in exciting sensory play and make marks in the gloop, sand and soil using various tools such as spoons and sticks. Toddlers develop early mathematical skills as they count the number of spots on ladybirds using magnifying glasses. Children use play dough to make 'squiggly, wiggly worms'. Staff and children describe how the dough feels, using words such as 'sticky and squishy' as they roll and mould the play dough. This shows that staff are skilful at supporting children's language and communication skills.

### Personal development, behaviour and welfare are good

Staff expertly identify opportunities to help children learn how to keep safe and healthy. Children and staff take part in a morning exercise session to start their day. They discuss how they can feel their heart beating faster. Children talk about feeling hot because of their activity as they pour themselves a drink of water and relax. Toddlers use small bicycles to skilfully navigate the road track around the garden. They slow down for corners and as they pass each other, showing awareness of the potential risk of going too fast. Older children gain independence, for instance by thinking about their choices as they make their own tea. Children share and take turns with each other. They use their manners as they are involved in the process of baking their own cookies.

### Outcomes for children are good

Children are supported extremely well, especially in their transition to school. Teachers visit from nearby schools, and the nursery hosts a 'transition to school' week. Children are confident and motivated as they develop skills for the next stage in their learning. Children work together and solve problems by using their thinking skills. They listen to other ideas as they construct and connect pipes to channel water to another tray. Staff help children to build on their language skills at every opportunity. Children confidently sound out letters of items they collect outside to spell out simple words. This helps to form a solid foundation for children's future learning.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | 307163                             |
| <b>Local authority</b>                           | Stockport                          |
| <b>Inspection number</b>                         | 10109605                           |
| <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>                    | 67                                 |
| <b>Number of children on roll</b>                | 63                                 |
| <b>Name of registered person</b>                 | Busy Bees Nurseries Limited        |
| <b>Registered person unique reference number</b> | RP900821                           |
| <b>Date of previous inspection</b>               | 12 April 2013                      |
| <b>Telephone number</b>                          | 0161 428 6226                      |

Busy Bees Day Nursery at Cheadle Kingsway was established in 1997. The nursery is open Monday to Friday, from 7.30am to 6pm all year round except bank holidays. The nursery provides funded education for two-, three- and four-year-old children. The nursery employs 16 members of staff who work directly with the children. Of these, nine hold an early years qualification at level 3, three hold an early years qualification at level 2 and four are unqualified.

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