

# Busy Bee Montessori Nursery School Limited

Beck House, St. Johns Street, Beck Row, Bury St. Edmunds, Suffolk, IP28 8AA



<b>Inspection date</b>	18 October 2016
Previous inspection date	30 May 2013

<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 the 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 management team strives to achieve high-quality care. It supports staff well and ensures they all keep up to date with Local Safeguarding Children Board procedures. The nursery has clearly identified areas for future improvements that will strengthen the outcomes for children further.
- The nursery successfully promotes a fully inclusive environment that celebrates children and their families. Children learn about the wider community and have many opportunities to learn about different cultures.
- Parents comment that they feel fully involved in their children's learning. Staff have daily discussions with parents to share children's interests and achievements.
- Children have access to a rich and stimulating environment which includes a farm and a forest school. This helps to promote their knowledge and understanding of the world well. They have many opportunities to extend their physical skills. Staff nurture their physical well-being.
- Children are happy and settled. They enjoy exploring the wide range of resources available to them. They have formed friendships with other children and demonstrate that they feel secure.

### It is not yet outstanding because:

- Teaching throughout the nursery is not yet consistently of the highest quality. Some staff do not provide as highly challenging and fully inspiring interactions as others.
- Partnerships with other settings are not yet fully established to further support children's learning.

## What the setting needs to do to improve further

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

- strengthen professional development further to raise the quality of teaching to the highest level throughout the nursery to support all staff to engage in highly challenging and inspirational interactions with children
- strengthen partnership working with other settings to complement children's learning further.

### Inspection activities

- The inspectors observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the manager.
- The lead inspector held a meeting with the managers. She looked at relevant documentation, such as the nursery's self-evaluation, records of children's learning and development and a selection of policies and procedures.
- The inspectors spoke to a number of parents during the inspection and took account of their views.
- The inspectors spoke with staff and children at appropriate times throughout the inspection.
- The lead inspector checked evidence of the suitability and qualifications of staff.

### Inspector

Emily Sturgis and Lynn Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The management team shows a strong commitment to making continual improvements to the provision. It supports staff to extend their knowledge and skills further. The arrangements for safeguarding are effective. All staff are fully aware of safeguarding procedures. They demonstrate a secure knowledge of identifying child protection issues and the procedure to follow to report any concerns. Staff ensure that children are in a safe and secure environment. They are vigilant and continuously risk assess and minimise hazards effectively. All staff are vetted to ensure they are suitable to work with children. The management team evaluates how to spend the early years pupil premium effectively to directly benefit children. It has begun to embed the tracking of different groups of children to effectively monitor and evaluate the provision.

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

Staff successfully plan activities that extend and challenge children's learning. They monitor children's progress well to identify where any gaps may be presenting. They work closely with parents and other professionals, such as speech therapists. Staff keep parents up to date with their children's progress. They share ideas about how to extend children's learning at home. Staff ignite children's imagination and creativity. For example, children decide to make a 'magic potion', thinking of words to use in the 'spell' and exploring different materials to add to it. Children gain a very strong understanding of the natural environment. They learn about looking after animals and make bird feeders to take out to the cockatoos. Children grow different plants and vegetables. They have many opportunities to make marks and explore their early literacy skills. Children design their own pumpkins while talking about Halloween. Staff model language well. They use effective strategies to encourage children to communicate and learn new vocabulary.

### Personal development, behaviour and welfare are good

Children demonstrate that they are independent learners. They have many opportunities to make their own choices and to direct their play. Children learn how to risk assess situations for themselves. For example, they talk about how to use knives safely during a pumpkin carving activity. Staff offer a lot of positive encouragement and praise to help children build a strong sense of self-confidence. Children enjoy carrying out tasks and demonstrate that they feel valued. Staff talk to children about their emotions and feelings and help them to understand these. The key-person system is highly effective. Children form secure attachments with staff. They respond well to boundaries and show an understanding of positive behaviour. Children share and seek out others to include in their play. They learn to respect and value one another, celebrating their individuality.

### Outcomes for children are good

Children are achieving progress that is typical for their age. Gaps in children's development are closing and they are making good progress from their starting points. All children show an enthusiasm for learning. They eagerly join in activities and are inquisitive about the world around them. Children have good social and communication skills. They are well prepared for the next stage in their learning, such as starting school.

## Setting details

<b>Unique reference number</b>	251744
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1063814
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	111
<b>Number of children on roll</b>	242
<b>Name of registered person</b>	Busy Bee Montessori Nursery School Limited
<b>Registered person unique reference number</b>	RP519118
<b>Date of previous inspection</b>	30 May 2013
<b>Telephone number</b>	01638 718249

Busy Bee Montessori Nursery School Limited was registered in 1982. The nursery employs 33 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 6.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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