



## Barney Bees Day Nursery Ltd

Inspection report for early years provision

**Unique Reference Number** EY312823  
**Inspection date** 05 May 2006  
**Inspector** Helen Ann Woods

**Setting Address** Barney Bees Day Nursery, 253-257 Farnham Road, Slough,  
Berkshire, SL2 1HA  
**Telephone number** 01753 539 923  
**E-mail**  
**Registered person** Barney Bees Day Nursery Ltd  
**Type of inspection** Integrated  
**Type of care** Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Barney Bees Day Nursery opened in 2003. It operates from a building close to the town centre of Slough, close to public transport connections. The nursery serves families from both the local and surrounding areas. There are currently 130 children on roll with 61 attending at any one time. This includes 15 funded 3-year-olds and 4 funded 4-year-olds. The nursery supports children with special educational needs and English as an additional language. The nursery opens five days a week all year

round. Sessions are from 07.30 until 18.30. Over half of the staff hold a relevant childcare qualification to NVQ level 2 or 3. All other staff are currently working towards a qualification at this level. The setting receives support from the Early Years Development Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted as practitioners implement effective hygiene procedures to minimise risk of infection across the provision. They follow clear, efficient hygiene routines such as removing outdoor footwear before entering the baby room, using disposable gloves and wearing aprons consistently when nappy changing or handling food. All staff have relevant first aid training and implement procedures such as the recording of accidents and administration of medication.

Key staff take children under three to the cloakroom to meet personal needs especially washing their hands before eating and after using the toilet or potty. Older children independently follow good personal hygiene routines as they take themselves to the cloakroom.

The staff follow the Birth to three matters framework, to promote the younger children's health and their understanding of the importance of being healthy. The children have the opportunity to develop control over their bodies by learning how to jump, pedal tricycles and dance to music. Children take part in daily energetic play activities in the garden with wheeled toys, hoops, bats and balls as well as outings to the swimming pool, and Burnham Beeches open woodland just a short distance away.

Children benefit from a healthy diet that takes account of individual dietary needs. They enjoy meal times where they often help themselves from a salad bar, choose meals from a buffet and are often included in the preparation of menus. Children are beginning to enjoy the process of growing tomatoes and herbs that they will later use in cooking activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children move freely and safely around the welcoming environment and use suitable and safe equipment making their own choices from the selection practitioners make available. They talk confidently about procedures to follow if there was a fire and learn to take responsibility for keeping themselves safe such as not running in the rooms and pushing their chairs in under the table when they have finished snack time.

Children are well protected because practitioners have a clear understanding of their

role with regard to child protection issues and are familiar with local guidelines and procedures to be followed. Access to the main part of the nursery is protected with coded access to the entrance and well monitored. Implementation of effective systems, such as the collection of children, recording of visitors, formal and informal risk assessments, contribute to ensuring children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle very well into the nursery and are eager to join in the activities in their groups. Babies are well nurtured with close interaction with key adults who anticipate their needs by listening and responding to tone of cries and gestures, for example, crying and rubbing of eyes. They interact well with practitioners and their peers, building positive relationships with them. Young children are enthused by the activities provided and they are interested to learn as they explore: move around to seek out and retrieve toys within the playroom such as soft toy box, activity centre, explore paint, making circular movements with large brushes, crayons and pencils for drawing.

Children play well independently and with their peers, as well as enjoying opportunities to work more directly with practitioners through activities such as cookery and playing organised games. A visiting musician 'the music man', a regular feature, is visiting with his accordion and has the children enthusiastically joining in singing with actions.

Younger children are very well supported as they acquire new skills and knowledge through planned activities as well as in their self-chosen play.

Babies and under threes play confidently with a good range of toys that encourage the use of all their senses. Practitioners encourage pre-verbal children to develop language skills by modelling conversations and talking about different colours, textures and characters from books they read to them.

### **Nursery education**

The children show a growing sense of independence when they attend to their own physical needs and when they choose what to play with. Children make choices with confidence but they are sometimes limited by the display and condition of books in the book corner and in the creation of role play situations. The children are calm, confident and very well behaved because the staff offer lots of praise and encouragement. Children show good levels of concentration and good listening skills. Staff are skilled storytellers and children are keen to talk about their favourite books. Some children make very creditable attempts at writing their own names and many children enjoy mark making during organised activities. However, there is little opportunity for spontaneous writing in role play activities such as message pads in the home or shop corner.

Children's attitude to learning is positive and they plan an active role as they make their own choices about their play. They concentrate well during routine activities,

such as large group time, and ask questions about why things happen and how they work. Children negotiate well with one another making their own suggestions and using good vocabulary to describe their imagined ideas. They talk confidently about activities they have enjoyed and discuss places in their community such as the fire station and garden centre.

Practitioners make good use of planned activities, such as talking about, touching and watering of flowers and vegetables to extend children's learning and experience. They weigh and measure during cooking activities and make predictions about what happens to it when it is cooked or frozen. Children's understanding of time is developed through activities such as this, and the use of a visual timeline, planting seeds and observing the changes as these grow into flowers and then fruit such as tomatoes.

Children enjoy a range of activities and experiences that cover the areas of learning because practitioners have a sound knowledge of the Foundation Stage curriculum. Children's individual progress is observed and information gained from these assessments is used to plan the next stages of their development. Children with special educational needs are well supported and practitioners are effective in the way they manage behaviour, working together with parents and relevant professionals to ensure children are well supported and make good progress towards their individual targets.

### **Helping children make a positive contribution**

The provision is good.

Children show high levels of confidence and self-esteem and value themselves and one another, for example, they recognise and praise the achievements of others. Children are caring towards one another and recognise that they each have different needs, in particular, in the way in which they respond to the very young children and those with special educational needs. They become aware of their own and other's needs through discussions with practitioners and themed activities about themselves and the wider society. For example, children learn about a variety of cultures and explore different traditions such as Chinese New Year and Diwali. This positive approach fosters children's social, moral, spiritual and cultural development.

Children's behaviour is very good; they know what is expected of them and are clear about what is right and wrong. They benefit from friendly informal relationships between practitioners and parents, which are enhanced by the implementation of an effective key worker system. Parents are invited to play an active role in the nursery, for example, through helping with fundraising activities. Practitioners value parents' input and invite comments and suggestions encouraging them to be involved in the group.

The partnership with parents of children who receive nursery education is good. Parents receive useful information about the nursery and are kept informed about activities their child is involved in through regular newsletters, and informal discussions. Older children benefit as their achievements are shared between practitioners and parents through the implementation of developmental progress

reports. Parents are welcome to speak with their child's key worker to discuss their progress at any time.

## **Organisation**

The organisation is good.

Practitioners have a clear understanding of their roles and responsibilities within the nursery and the deployment of staff is good, ensuring all children are secure and happily engaged in activities. Practitioners work well as a team and children's learning is promoted through sound leadership and management of the care and nursery education.

Children develop a secure sense of belonging because the nursery is well organised and practitioners work with parents to ensure they have a good knowledge of children's individual home and family circumstances. Practitioners are supported by management through regular meetings and appraisals. They plan the curriculum together and discuss how activities went. Systems are in place to monitor and evaluate the effectiveness of the curriculum as well as the impact on children's individual progress. Management respond to weaknesses raised in previous inspections. As a result, the nursery meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

At the last inspection the nursery was asked to: ensure that the registration systems accurately record the total number of children present; ensure that all areas of the nursery have access to a range of stimulating activities throughout the day; ensure that consent is held from parents to seek emergency medical help; sign records to acknowledge medication has been administered; and ensure that child protection procedures include the procedure to be followed if an allegation of child abuse is made against a staff member. The nursery follows a rigorous registration system for each room that is collated and adjusted as necessary throughout the day. All the children have access to a good range of activities and resources throughout the day. Signed consent is obtained for medical attention if needed in an emergency, medication records signed acknowledging that medication has been administered and child protection procedures to be followed if an allegation of abuse is made against a member of staff.

## **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

There has been one complaint from a parent since April 2004 relating to Standard 2 and Standard 3. The provider carried out an internal investigation and reported to Ofsted who confirmed with the provider that no standards had been breached. The

provider remains qualified to be registered.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the book corner display good quality books that invite the children to initiate reading.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- encourage children to read and write in a variety of role play situations to stimulate dialogue, activity and thinking.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)