



## **Busy Bees at Bamber Bridge**

Inspection report for early years provision

<b>Unique Reference Number</b>	503750
<b>Inspection date</b>	14 September 2006
<b>Inspector</b>	Lynne Naylor
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<b>Registered person</b>	Busy Bees Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 satisfactory. 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?

Busy Bees at Bamber Bridge is one of a number of nurseries run by Busy Bees Nurseries Limited. It was registered in 2002 and operates from a converted and extended two storey school building. It is situated in Bamber Bridge, Preston. A maximum of 167 children may attend at any one time. The nursery is open each weekday all year round from 07.30 until 18.00. Children have access to outdoor play areas.

There are currently 169 children on roll, of which 43 attend the out of school service. In the nursery, there are currently 126 children on roll. Of these, 28 children receive funding for early education. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

A qualified manager and 42 child care staff are employed to work with the children. Of these, 24 hold appropriate early years qualifications. A financial administrator and ancillary staff are also employed.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about how to keep themselves healthy through daily routines, themed activities and discussions. For example, children name fruits and talk knowledgeably about how vegetables make you grow. They are encouraged to practise good routines of personal hygiene, through hand washing after toileting and before eating. Older children identify changes to their bodies after exercise, for instance, after walking outside like big giants, a child says 'I'm not sweaty any more'.

Children are protected from the spread of infection. Staff practise sound hygiene routines when nappy changing and cleaning tables before and after meals. Accident and administered medication records are monitored to make sure they are always completed and signed by parents.

Children are given a well balanced diet with healthy and nutritious food. A new menu has been devised, which is being checked for nutritional balance. In the meantime, some home cooked foods from fresh ingredients are being served alongside the bought pre-prepared organic foods, for example, pasta and pre-prepared organic meatballs with Manchester banana tart made by the newly appointed, qualified cook. Children's individual dietary requirements are met and good routines exist to ensure food is prepared safely and hygienically, for example, food temperature checks. Each room has a fruit bowl from which children help themselves throughout the day. Children help to set the tables, which enhances their independence skills. Children learn the importance of taking regular drinks as, indoors and outdoors, they help themselves to drinking water. Staff check regularly who has not helped themselves and offer drinks to those children.

Weather permitting, children play outdoors in the fresh air every day. The development of the outdoor areas with resources, such as sand, paint, construction and mark making materials ensures children are busy whilst waiting for their turn on the wheeled toys. There are some wheeled toys and a small climbing frame, however, little evidence that children are learning to move in a variety of ways.

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

The provision is satisfactory.

Children are cared for in a clean, warm and welcoming environment. All rooms have been effectively re-organised so children easily access an interesting range of natural and manufactured resources. Children rest safely without disturbance in carpeted book areas made comfortable with cushions, fur fabrics and soft toys.

Suitable arrangements are in place to keep children safe. For example, there are detailed risk assessments displayed throughout the nursery to highlight potential risk within an area. However, there are some radiators which are not covered and some windows on the first floor, which when open present as a hazard as the gap is large enough for a child to fit through. Good procedures are in place for ensuring children are safe within the building. For example, access to the building is consistently well monitored. Children are satisfactorily involved in learning to keep themselves safe in the setting as they practise emergency evacuations with staff. Staff implement reasonable procedures to keep children safe on collection from school.

Children are adequately protected from possible abuse or neglect. Staff are aware of signs and symptoms of abuse and understand the procedure they must follow if they have any concerns.

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

The provision is satisfactory.

Children use their senses to explore natural and manufactured objects, which feel and sound different due to the provision of 'treasure baskets'. They also explore a range of materials, such as water, sand, paint, dough and shredded paper. The improvement in the presentation of resources, together with more imaginative activities, means babies and young children gain much more from their play. Children throughout the nursery make independent choices and freely access resources, which enhance their all round development.

Despite frequent staff moves, children are generally happy and settled in their rooms. Children are developing confidence and self-esteem because their efforts and achievements are praised adequately due to the good interaction and encouragement by staff. With the exception of difficult times, such as prior to lunch when staff are not directly involved with the children, in the main children are comforted appropriately. For example, when upset at leaving their parent and when tired during the day.

#### **Nursery Education:**

The quality of teaching and learning is satisfactory. Staff show increased confidence in their knowledge and understanding of the Foundation Stage. There are clear learning intentions in most activities and staff make good use of opportunities to develop children's knowledge in most areas. Organisation of time, environment and resources has improved. This significantly increases the opportunities that the children have to make independent choices and follow their individual interests. Staff make accurate observations of children's progress and record these in newly implemented assessment files. Some photographs and samples of children's work are not dated and some significant written comments are not clearly filed under different areas of learning. This makes it difficult to identify children's individual next steps in learning and to cross-check the curriculum is balanced. However, methodical progress is being made to develop the pre-school provision.

Most children count confidently to five and some beyond as they play board games and practise their calculating skills due to useful questioning by staff. They begin to use size language correctly in their play and confidently recognise simple shapes in every day objects. Children access books to read for pleasure and enjoy group story times. Children write their own names

on their work, some with the support of an adult and use of name cards. They also practise early writing skills in role-play situations as they take down the customer order in the restaurant and take telephone messages in the fire station call centre.

Children play imaginatively in the small world and role play areas. They have a good sense of time, talking about what happened yesterday and comparing old and new fire engines. Children have increased opportunities to learn about the uses of everyday technology. For example, they use toy versions of items, such as vacuum cleaners in the role play area and they are developing mouse control at the computer and show delight as they confidently operate the compact disc/cassette player and head set. They visit places of interest in the community and learn about the wider world in a variety of ways.

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

The provision is satisfactory.

Generally, children's needs are appropriately met because key staff caring for them have a good knowledge of their individual needs. There are times, however, when the unavoidable movement of staff between rooms to cover for absence due to training, holidays and sickness leaves some children, particularly babies, unsettled. The deployment of staff and allocation of staff roles within the rooms at these times is weak. For example, key staff preparing drinks and collecting dinners, leaving staff working with the infants under two years who do not demonstrate the relevant communication skills for this age range, which results in some inappropriate care. There is a nominated member of staff who has completed training and is responsible for children with learning difficulties and/or disabilities.

Partnership with parents and carers is satisfactory. Well displayed notices and newsletters provide parents with general information about the nursery. Younger children's parents receive useful verbal and written information about their child's day. There is now a useful avenue for parents to provide suggestions and comments and to discuss relevant child care topics, such as toilet training, through a newly formed parent liaison group. Parents are given reasonable information about the nursery education and the curriculum on offer. Requests are considered, for example, parents of older children requested more information about the activities and are now able to read about them and menus on the white board before collecting their child. Parents are frequently involved in shared activities, such as pyjama day and Robert Burns day and they recently entered a decorated float in the local carnival. There are adequate opportunities for discussing progress with parents, for example, the manager has a visible presence as children arrive and there are parents evenings and an open door policy. The recent questionnaires completed by parents rated many aspects of the provision, judging the communication to be average to good. Parents also judge the 'classroom of the month' competition.

Children are beginning to appreciate the customs and cultures of others through celebrating festivals and trying different foods. For example, they eat at a restaurant whilst visiting Chinatown and eat 'haggis, neaps and tatties' after talking about the Scottish poet Robert Burns. Young children go out safely in the fresh air to feed the ducks and visit the local community due to the purchase of some triple buggies.

Children receive appropriate praise and encouragement for good manners and behaviour. They learn to share and take turns. Overall, children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

Documentation and records are appropriately maintained to safeguard children. A designated person now checks that all accident and administered medication records are fully completed. The room registers are not updated when children and staff move rooms, consequently records do not show who has cared for children and when. The company suggested procedure of staff moving their photograph into the room where they are working is not consistently followed, therefore it is not always clear to parents and others who is working in which room. The operational plan is large with some information not updated effectively which limits its effectiveness. However, the displayed policies and information read by parents in the entrance area do contain up-to-date information.

Leadership and management is satisfactory. Overall, there are sufficient and sometimes extra staff that are appropriately qualified. However, some staff are moved around the nursery and this has an impact on the organisation of routines and the quality of support young children receive. For instance, when activities change at lunch time babies are less well supported. Improved planning and easier access to resources provide suitable and stimulating learning experiences for all children. Satisfactory use of space allows children to play and move around freely and safely. Overall, the provision meets the needs of the range all the children for whom it provides.

Experienced and knowledgeable key staff have been appointed and are employed to work with the children in receipt of nursery education funding. All staff, with this age group, now have a good knowledge on the Foundation Stage and an understanding of how children learn. The clear direction and systematic monitoring of teaching and learning means gaps in children's learning are being identified. Newly implemented recording systems are beginning to identify children's achievements and to provide useful information on which to build the next steps in children's learning.

### **Improvements since the last inspection**

Care:

At the last inspection the nursery was asked to ensure that staff caring for children under two years are competent to do so; to plan a range of activities and experiences for children, appropriate for their stages of development and based on their individual needs; to ensure all the accident and administered medication records are signed by parents; to provide children with regular drinks in adequate quantities for their needs and to ensure the individual care needs of children are effectively recognised and met by staff.

There are times when the deployment of staff within the baby rooms is not effective, for example, some babies are unsettled when key staff complete duties and are not directly working

with them. However, all staff have an increased knowledge of the Birth to three framework and apart from difficult times, such as at the changeover of activities to lunch times, the individual care needs of children are effectively recognised and met by staff.

Children are no longer thirsty because they are offered drinks at regular intervals and help themselves to water during the day. An effective monitoring system ensures all babies and children have adequate drinks. There are clear policies on medication administration and the recording of accidents, which are understood by staff. Effective checking systems are now in place to ensure all parents sign the records to acknowledge the entries.

There are significant improvements in the organisation of the rooms, so children can freely access toys and resources and in the planning of a range of interesting experiences based on children's individual needs. This has ensured that the care and nursery education is now of a satisfactory standard.

#### **Nursery Education:**

At the last inspection, the quality of the nursery education was judged as inadequate. The setting was required to increase staff's knowledge and understanding of the stepping stones and early learning goals in all six areas of learning; to develop the organisation of the nursery to create a stimulating, inviting environment so that children can make independent choices by using a range of resources and in which staff respond to their spontaneous interests; to develop observation and assessment records of children so that their progress and achievements can be identified and staff are clear about what children need to do next in their learning and to develop the system to monitor and evaluate the quality of learning and teaching.

All staff working with children entitled to nursery education have attended training to increase their knowledge of the early learning goals and associated stepping stones. Organisation of the nursery is improved with the provision of low-level storage boxes and drawers. This means children can help themselves to equipment to initiate and extend their own learning in addition to accessing the planned structured and stimulating experiences.

Attractive assessment portfolios have been introduced, which complement the records that track children's progress. Useful and accurate significant comments are written on slips of paper by staff and used to plan activities for the following week. However, these are not transferred to the appropriate sections of the portfolio, which makes it difficult to evaluate whether the curriculum for each child is balanced and to clearly identify children's individual next steps in learning.

Many useful systems have been implemented to monitor and evaluate the quality of learning and teaching. These, although still developing, have had a significant impact on the quality of the nursery education, which is now much improved. Children are progressing well in their learning.

#### **Complaints since the last inspection**

Since the last inspection, Ofsted received concerns relating to National Standard 1: a person who had not been vetted had been left unsupervised with children; National Standard 2: staff

to child ratios, including during the lunchtime period and a lack of suitable contingency arrangements to cover staff absence and National Standard 12: concerns raised by a staff member not being addressed.

A childcare inspector visited the provision on 29 November 2005. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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.

## **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 satisfactory. 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):

- include the windows on the first floor and all the radiators in the building in the risk assessment and identify the action taken to minimise risks
- improve the deployment of staff within rooms to ensure staff with appropriate skills work directly with children particularly at times when activities are changing, such as prior to lunch.

#### **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):

- ensure that plans give children the opportunity to exercise vigorously every day, particularly during wet weather
- develop the newly implemented assessment portfolios and share with parents so they are better informed about their child's achievements and progress
- introduce a method to cross-check that there are no gaps in the curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)