



Busy Bees Day Nursery

Inspection report for early years provision

Unique Reference Number	317368
Inspection date	18 July 2006
Inspector	Carys Millican
Setting Address	Rose Hill, Moresby, Whitehaven, Cumbria, CA28 6SF
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Registered person	Angela Walker
Type of inspection	Childcare
Type of care	Full day 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.

THE QUALITY AND STANDARDS OF THE CARE

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.

WHAT SORT OF SETTING IS IT?

Busy Bees Day Nursery is privately owned. It opened in 2000 and operates from a one storey building at Rosehill, on the outskirts of Whitehaven. There are two main play areas: one for babies and one for older children. A maximum of 17 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.00, all year round apart from bank holidays and some days over the festive season. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from six months to four years on roll. Children attend for a variety of sessions. The nursery serves the local area.

The nursery employs six staff who hold appropriate early years qualifications. The nursery is a Member of National Day Nurseries Association and Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is promoted by staff who have a good understanding of the nursery policies and procedures. Health and hygiene routines are carefully followed in the preparation, handling and serving of food. Tables are consistently wiped before meals and areas cleaned after eating. Children learn good hygiene practices and procedures by following the daily routine and the good role model set by staff. Older children can confidently explain why they have to stand in a line to wash their hands after playing outside. Children's health is promoted by staff taking appropriate steps to prevent the potential risk of infection by following the sick children's policy. Young children benefit from the secure, close, and caring relationship developing with regular carers.

Children learn about healthy living, and healthy eating is fully encouraged. They enjoy a selection of fresh fruit within the snacks and home made meals provided. Older children are able to talk about food that is good for them. They enjoy the social occasion created at mealtimes. Young children join the older children as they sit together and they are fully supported by the staff who sit with them. Children's individual dietary needs are catered for. They use suitable age-appropriate utensils, cups and beakers. Children's self-help skills and independence are encouraged within daily routines. They pour their own drinks when playing outside and younger children help to feed themselves. Children help prepare vegetables and fruit, make chocolate crispies and decorate cakes.

Children enjoy a wide range of activities, which contributes to their good health and all-round development. They play outdoors in the fresh air every day using an extensive range of suitable outdoor play equipment, thus promoting their physical development. Children go for nature walks around the residential home gardens close by and plant their own flower in their gardening plot. Children benefit from a full range of indoor physical activities, such as 'Tumble tots' and music and movement. They enjoy the action songs and dance to music tapes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming and generally safe and secure environment. Children can confidently move around the spacious room and help themselves to a range of easily accessible, age-appropriate resources and activities. They make independent choices and decisions about their play using safe and suitable equipment. Children feel a sense of belonging. Their art and craft work is

creatively displayed, and photographs show them enjoying a number of activities. Staff adapt free play areas, such as the role play area, to relate to planned topics and activities. Resources are rotated to maintain stimulation and interest.

Children are generally kept safe and secure when playing indoors and outside. Risks of accidental injury to children are minimised because staff use detailed risk assessments to reduce potential hazards. However, young children can access a plug and trailing flex through the cot sides in the sleep room. Children cannot leave the premises unsupervised and there is no unauthorised access to children. Children are kept safe when playing outdoors. The nursery gates are securely bolted and staff supervise the children at all times. Young children are protected by the health and safety practices and procedures staff follow to help prevent accidents. Staff check the resources and equipment for small, loose or broken parts. Children begin to learn about what is dangerous and how to keep themselves safe. Visits from the local fire fighters are beneficial in raising children's awareness of fire safety and matches. Fire fighting equipment is in place and the fire evacuation procedure is clearly displayed and practised regularly with the children. Children are kept safe on outings and permission obtained.

Children are generally protected. Most staff have an appropriate understanding of the key issues surrounding child protection. However, child protection training has not been undertaken recently and staff are unfamiliar with the processes involved. Children are kept safe and secure by staff following the settings collection procedures. The lost and uncollected child policy is in place and the attendance of children and staff is recorded. Although the visitor record is available it was not always used.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy and contented and thoroughly enjoy their time spent at the nursery. They settle easily and eagerly greet the staff by name. Children benefit from the good support that they receive and the calm and sensitive approach to their care and learning. Children thrive because staff are experienced and have a good knowledge and understanding of child development and the Birth to three matters framework.

Children are enthusiastic and self-assured in their play. They help themselves to the extensive range of resources available, which support their development and learning. Young children benefit from the close and caring relationships developing with their regular carers, therefore increasing a sense of trust and a strong sense of self. Staff fully support children in their play. Children are busy, well-motivated and actively engaged throughout their time spent in the nursery. The free play provision provides activities based on the planned topics. Children play in the role play area, set up as a teddy bears' picnic. They sit on the deckchairs under the umbrella and arrange the picnic table for the different sized teddy bears. Children enjoy a wide range of indoor and outdoor activities. Daily routines are flexible to meet the needs of the children. Staff plan activities using the Birth to three matters framework. Staff

know the children well and adapt activities to support children of different ages and ability. Babies join in the activities. They sit on their carer's knee and smile at the children as they play.

Children enjoy playing outdoors. They play with an extensive range of physical play equipment. Children enjoy climbing on the wooden climbing frame and sliding down the slide. They play in the sand and water and eagerly await their turn. Indoors children sing a range of action songs and nursery rhymes. They confidently sing '5 currant buns' as they give their friend a paper penny for the paper bun. Staff are on-hand encouraging and supporting younger children as they take part.

Children relate well to each other and socialise well, building up good relationships with staff and other children. They begin to distinguish between right and wrong as they learn to take turns and share toys. Children begin to develop self-esteem through the constant praise received from adults. They make choices and decisions in their play as they experience new ideas and acquire new skills. Babies enjoy playing with the musical toys as they help themselves to the toy box on the floor.

Children enjoy the interesting and stimulating activities provided and their concentration levels are maintained. Children look at the flowers they had previously planted in the garden. Older children help themselves to pens and paper as they draw and colour in pictures of teddy bears on a picnic and chat about the role play area. Children enjoy the activities provided following the theme or topic. Extensive photographic evidence is in place showing children undertaking numerous activities and interesting topics.

Helping children make a positive contribution

The provision is good.

Children's understanding of equality is fully promoted through the numerous activities that encourage equal play. The children play harmoniously together as they share and take turns when playing outside. Children are familiar with the routine. They stand in a line to wash their hands and explain that it is nearly time for a snack. Children are well motivated in their play and actively engaged throughout their time spent in the nursery. They develop good relationships with each other, as they sit together and share experiences when eating. Children form good relationships with the staff who are on hand to help, praise and support the children. Children's individual care needs are known and met by staff in discussion with their parents. They begin to become aware of the wider society as they explore their own and others' cultures and traditions, such as Chinese New Year.

Children's behaviour is good. They respond well to staff's consistent positive strategies, such as giving time to listen, praising achievements and providing individual support and comfort. Children become aware of their own needs and the needs of others. They learn about right and wrong as the staff constantly encourage their understanding as they play together. Children make suitable choices and decisions about their play. Their confidence and self-assurance is encouraged as they mix with children of all ages.

Young children settle easily into the nursery. They are fully supported by the induction arrangements agreed with their parents and through the good partnership seen between parents and staff. Children's individual care needs are discussed and recorded at registration. Parents and children are made extremely welcome and praise the pleasantness and friendliness of the staff caring for their children. The quality of the care for children is valued by parents as they indicate that their children are eager to attend and enjoy the activities provided. Children's experiences at the nursery are shared with their parents in good detail at the daily handovers. Daily reports are written in each child's book, which are related to the Birth to three matters framework. A wealth of information is available for parents, which is displayed throughout the nursery. The arrangements for children's care are supported by a complaints procedure that includes most of the required elements, except for the setting up of the complaints register.

Organisation

The organisation is good.

Children are well cared for by adults who have a clear sense of purpose and a commitment to continual improvement. The staff are well qualified and experienced. The robust recruitment and vetting procedures ensure children are well protected and cared for by staff with a good knowledge and understanding of child development. The induction procedure ensures that the nursery policies and procedures are applied. Staff appraisals are not completed. Individual training needs are recognised and continual training and development encouraged. Staff work well together as a team and all are generally clear about their roles and responsibilities.

The premises is well organised and indoor space is well laid out to maximise play opportunities. It is effectively organised to maximise choice, independence and decision making and to encourage children to explore the environment through their senses. Children are provided with natural materials to enable investigation and exploration. They access text labels to recognise what is in the containers and drawers, and they choose to play in the role play area or read and relax in the quiet area.

Most documentation and record keeping that ensures the efficient and safe management of the provision, and contributes to the health, safety and well-being of children, is in place. The registration certificate is displayed, however, parents cannot see it clearly.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to improve the security arrangements for children and organisational arrangements to meet individual children's needs.

Since the last inspection the provider has fitted an alarm bell to the outer door and

fitted an additional handle to the inner door, which is out of children's reach. This ensures that children cannot leave the premises unsupervised and persons not vetted cannot enter unsupervised. The provider operates a key-worker system. Children are organised into key-worker groups to meet the individual needs of the children. This is flexibly applied as staff are consistent and most work full time.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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):

- make sure children cannot access any potential hazards in the sleep room and ensure the child protection procedure is fully understood by staff.

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