



Busy Bee (By The Bridge)

Inspection report for early years provision

Unique Reference Number	EY311441
Inspection date	14 June 2006
Inspector	Christine Goode

Setting Address	Brewer Building, St. Marys Church, Putney High Street, London, SW15 1SN
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Registered person	Sally Corbet & Lucy Lindsay
Type of inspection	Integrated
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 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 good.

WHAT SORT OF SETTING IS IT?

Busy Bee (By The Bridge) was registered in 2006. It is privately run and part of a group of nurseries based in South London. It operates from a modern church hall located by the Thames river on the Putney Bridge in the London Borough of Wandsworth. The nursery premises include a main play room, a side room, office, a kitchen and toilet facilities for children and staff. The children also have access to an enclosed outdoor area with soft and hard surfaces for all weather play. Most children

attending come from the local community.

There are currently 31 children from two to under five on roll. This includes 10 children who are in receipt of the Nursery Education Grant. Children attend a variety of sessions both full and part-time. The setting currently has no children with identified disabilities or English as an additional language.

The nursery is open every weekday, term time only, Monday to Friday from 09:00 to 12:00 and 13:00 to 15:00 Wednesday and Thursday.

More than 50 percent of the staff team have early years qualifications including the National Vocational Qualifications in childcare and early years to level three. There are two specialist music teachers who visit weekly.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is safeguarded well in the nursery. Children are not exposed to the unnecessary spread of infection because parents know they must keep their children at home if they are unwell. First aid trained staff are present at every session to care for the children. Toilets, floor surfaces and table tops are cleaned and disinfected throughout the day. Children learn about good hygiene through being encouraged to wash their hands before eating and preparing their sandwiches, after messy play and after using the toilet. Medication is only administered by staff with written permission and instructions from parents.

Parents provide packed lunches for those children who stay all day. Children grow cress and make cress and cream cheese sandwiches. They eat hungrily and clearly enjoy their food. They have suitable drinks at meal times and free access to drinking water at all times. During hot weather, staff ensure children do not become dehydrated as they offer extra drinks throughout the session. Children's individual dietary needs are carefully met and all members of staff are fully informed about any allergies or parental preferences in relation to what the children should eat or drink.

Children have daily opportunities to play outside in the fresh air in an attractive play area. They play healthy, energetic games with wheeled toys and small equipment. Children also benefit from valuable physical development sessions indoors which include music and movement activities provided weekly by visiting specialist teachers.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe in the nursery because the building is secure. The outer door into the church is kept locked at all times and all visitors are greeted at the main door

before permitted entry. Children are cared for in a clean, bright, and newly decorated playroom. The rooms are kept at a pleasant, even temperature so that the children are comfortable. Children's work is well displayed on the walls. Toilet and nappy changing facilities are clean and pleasant for children to use. Children enjoy outdoor play in the newly established outdoor area. The area is securely enclosed so that children can play safely. Staff check the area before taking children to play there. However, the recording of the health and safety checks are currently overlooked.

Children play safely with the toys and resources that are checked and maintained in good condition. Furniture is the correct height for children to play and eat in comfort. Children enjoy self-selecting from the wide range of stimulating resources. Most fire requirements are met, for example, regular fire drills are recorded. However, the fire evacuation plan is not displayed for all to see.

Children are safeguarded in relation to child protection issues because staff are well informed. They know what signs and symptoms suggest ill-treatment and know what to do if they are concerned for the welfare of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, enthusiastic and well motivated to explore the wide range of easily accessible resources and activities. They independently make choices on arrival. For example, some children paint whilst others explore the small world animals. Younger children are given good support to help them separate from their main carer. Staff help them quickly settle and become involved in the session. Children are consistently well occupied, demonstrate good self control and are able to concentrate for short periods, for example, when listening to individual stories. They have good social skills, share resources successfully, such as when playing with the train track they were able to take turns.

Children have formed good relationships with other children and staff. They benefit from staff knowing them well and having awareness of their home circumstances. Children are very self assured. They successfully develop their self-care skills through practical activities including washing their hands before their cooking activity. They appear relaxed, at ease and demonstrate good self- esteem.

Younger children benefit from the staff's knowledge of Birth to three matters framework. Their activities are chosen to develop their self expression, their speaking and listening skills and their ability to enjoy the company of other children.

Nursery Education.

The quality of teaching and learning is good. Key-workers plan and deliver a good range of activities for three-year-olds that capture the children's imagination. Activities are sometimes spontaneous taking the children's ideas forward and developing their play. Activities are good and well organised, although the planning is not as yet fully developed. The children's achievements are recorded and useful examples of their work are kept but the next steps in children's learning are not often

identified for future use in planning.

Children are well behaved in the nursery because the staff give firm but discreet guidance and they are good role models. Children are polite and helpful. They choose toys for themselves, put them away efficiently and say 'please' and 'thank you' without prompting. They are learning to share and take turns through a good variety of activities such as playing with the play dough in groups. The children are interested in their puzzles and are content to complete them.

Children enjoy story time and they have good listening skills. Staff help children to explore sound, rhyming words and meaning of words. Children are developing a range of vocabulary, which they use confidently when talking to adults and other children. They are learning to recognise their names in print through meaningful activities including self-registration and attempting to write their names on their own work. Children love sharing books, both spontaneously with their friends and during the planned group story times. Practical activities in the role-play corner, such as the grocer's shop, encourage children to mark make.

Children are gaining accuracy in counting aloud for one to five or one to ten. Children show a good understanding of words that describe calculation. For example, when counting the buses on the bridge and ducks in the water they use words like more or less. Children are gaining an awareness of shape, space and measure. For example, when making their sandwiches they could identify what shape they wanted to cut them into.

Children enjoy the natural world. For example, they tend and grow produce such as cress for the sandwiches. Children use battery operated toys freely to find out what happens when buttons are pressed. There are a good range of activities that support children's cultural heritage and expand children's knowledge of the world around them. Children become absorbed designing and building with a range of commercial construction materials.

Outdoor play activities are a valuable part of the daily provision for children. They pedal fast, go forwards and backwards confidently and steer their bikes competently. Their hand /eye coordination is developing well using paint brushes for painting the outside wall. They enjoy music and movement activities every week. These sessions encourage creative responses to music and give good opportunities for dancing. Displayed art work, and examples of children's creative work in their profiles, show they use a reasonable range of resources. The children do not have sufficient free access to materials to explore and use in their own way.

Helping children make a positive contribution

The provision is good.

Children are valued and acknowledged as individuals. They benefit from staff understanding and meeting their differing needs. For example, when a child expressed dislike for cream cheese in his sandwich he was offered butter. Boys and girls are given equal access to all activities. All children are learning to share and

take turns fairly. Multi-cultural activities ensure that the children's knowledge and experience of diverse people is extended well. Children's spiritual, moral, social and cultural development is fostered.

Most staff have secure knowledge of how to support children who have disabilities, although there are none in the setting at present. Children behave well. They benefit from the staff's good role modelling and their effective use of praise and encouragement to promote children's positive behaviour. Children relate well to each other and are developing their awareness of right and wrong.

The partnership with parents and carers is good. Children benefit from the good rapport that exists between parents and staff. Parents are kept up-to-date with information about the provision through a notice board and regular newsletters. In addition, there are daily opportunities for parents to discuss any care issues with staff. Parents are welcome to stay and settle their children in, when they first join, which benefits both children and adults. Parents are encouraged to become involved in their child's learning, such as through sharing their skills.

Organisation

The organisation is satisfactory.

Children's welfare and education is supported by staff that are appropriately qualified and experienced in the care of young children. There is an operational plan in place, which helps to ensure sessions run smoothly and children benefit from stable routines. Children's information is securely stored and easily accessible to support children's care, such as in an emergency. There are appropriate systems in place for recording the daily attendance of children, staff and visitors, which has a positive impact on promoting children's safety.

The leadership and management is satisfactory. The setting's manager holds suitable qualifications and is very experienced in her role. She is well aware of the setting's strengths and weaknesses. There is a genuine commitment to further improvement. She is working towards a team work approach with her new team. Although there are regular staff meetings to discuss the programme, there is no formal system in place to monitor and evaluate the quality of teaching or identify staff training needs. Staff write observations about the children they key-work. However, the assessments do not sufficiently identify children's next steps in learning and this leads to gaps in the programme. The provision meets the range of needs of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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.

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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 health and safety checks are recorded
- ensure fire evacuation procedures are clearly displayed
- develop a system where staff professional development is clearly identified.

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 a good range of materials for creative development is available for the children to explore and use independently
- develop assessment based on the six areas of learning for assessing regularly what children know, understand, can do and use when planning activities; continue to develop planning and evaluation of activities

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