



## **Busy Bees Nursery (Wiltshire) Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332429
<b>Inspection date</b>	11 July 2006
<b>Inspector</b>	Kay Roberts
<b>Setting Address</b>	Busy Bees Nursery, Lowden Avenue, Chippenham, Wiltshire, SN15 1LH
<b>Telephone number</b>	01249 444371
<b>E-mail</b>	
<b>Registered person</b>	Linda Ann Norman
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

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## 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 Nursery (Wiltshire) Ltd was first established as Busy Bees in 1989. In 2006 it was re-registered as Busy Bees Nursery (Wiltshire) Ltd when the new owner took possession. It operates from a single storey building in the market town of Chippenham, Wiltshire. Children have access to a main play room, an additional smaller playroom, and two fully enclosed outdoor play areas. The nursery is open each week day, from 08.30 to 15.30 during term time. It caters for children from two

to five years. Registration is for a maximum of 28 children and currently there are 91 children on roll. There are 28 funded three-year-olds and 44 funded four-year-olds. The nursery caters for children with learning difficulties/disabilities. There are currently no children with English as an additional language. In addition to the proprietor there are nine members of staff, seven of whom hold a relevant child care qualification. Advice on the education programme is provided by Wiltshire local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in a clean environment and their health is suitably promoted. Staff follow hygienic procedures so the risk of infection is minimised. The policy for excluding children who are sick is shared with parents. Children learn the importance of hygiene through the daily routine as they help themselves to tissues when required. Children know they must wash their hands after going to the toilet and before snack. They are provided with some independence as sinks are placed at child height. After snack, two-year-old children use a wet wipe and as they do so check in the mirror that their faces are clean. The importance of promoting their own health is reinforced as the children were visited by a dentist who taught the children a song about brushing their teeth. Suitable procedures ensure children receive appropriate care in the event of an accident. Procedures for administering medication meet regulatory requirements, although records are not fully detailed. Where required, staff receive appropriate training in administering long term medication.

Children have opportunities to be outside. They are protected from the elements as in winter they wear coats and wellies. In summer they do not get burnt as parents apply sun screen, children wear hats and are only outside for a limited period. Children develop large muscle skills as they play chase in the garden. Those riding bikes manage to manoeuvre between the other children without knocking into them. Young children are encouraged to learn to use a scooter and staff offer assistance to those who are less able. Indoors, children continue to develop large muscle skills as they use hoops and bean bags, and balance as they walk along a beam.

When thirsty, children pour themselves a drink of water from the lidded jug. They do not become dehydrated as they are encouraged to drink, particularly after physical exercise. Snack and meal times are a social occasion when staff and children chat about what they are eating and making jam tarts at home. Sometimes they discuss healthy eating and at other times this is reinforced through a game of lotto. At snack time, all children, including two-year-olds, are independent as they make their own sandwiches. Having spread the butter they choose from a topping of jam, marmalade or honey and afterwards eat a piece of fruit. There are clear procedures to ensure that special dietary requirements are met.

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

The provision is satisfactory.

Staff provide a warm welcome into nursery so children are relaxed. They confidently enter the premises and find something to interest them from the toys which have been set up prior to their arrival. Other children help themselves to the clean, safe, age appropriate resources which are placed at child height in drawers to the side of the room. The environment is child focussed with displays of children's work, photographs and educational posters. There are sufficient child sized tables and chairs so that all children can sit together. Space is organised so that two-year-old children are given a sense of security as they have a small room to themselves. Two-year-olds are stimulated as they have an opportunity to visit, with their key worker, the larger room for some activities. In the larger room there is a small enclosed area for relaxation where children sit on bean bags amongst the cuddly toys and look at books. Activities are laid out on tables or in clearly defined areas with space between so that children move around freely and play undisturbed by peers. Children also benefit from access to outside play.

Children play in a safe, secure environment and are protected from people who have not been vetted. There is a system in place to ensure children are only released to authorised adults. There is a fully detailed risk assessment which includes all areas accessible to children, both in and outdoors. Staff alert children to dangers, for example, the steps when going outside and the sharp edge on the sticky tape dispenser, so children can protect themselves from harm. This is reinforced by a visit from the police officer who alerts children to stranger danger and what to do if they become separated from a carer. When a road safety officer visited the nursery, children had the opportunity to practise crossing the road safely as they pretended to walk to the nursery and park, and then back home. Children are alert to the danger of fire and have visited a fire station. They know how to evacuate the premises safely as they practise the drill on a regular basis. Children are further protected as staff have a satisfactory knowledge of local children protection procedures, although most have not updated their training for many years.

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

The provision is satisfactory.

Children are happy and settled in the relaxed relationship with staff. As staff read a book children sit on her lap and beside them on the bean bags, so that they can see the pictures as they listen to 'Maisy'. Children confidently ask for specific activities and staff follow through on their interests. Opportunities are provided so that children are independent; they help to reach out the resources required for painting and put on their aprons. They make decisions about the colour of paint they wish to use and are able to name the colour they have chosen. Children enjoy mixing paint and realise that they can make orange from red and yellow. They explore the texture of the paint on their hands and comment it is "yuk". Children enjoy rolling the play dough and compare the length of one piece with another. They make cakes and money. Without prompting children count seven cakes. Afterwards they begin to develop an understanding of subtraction. Children use the play dough cakes and money to follow the actions as they sing 'Five Little Cakes in a Baker's Shop'. As they do so children begin to appreciate that they must pay for items in a shop. Play is

extended as they help themselves to plates and bowls from the home corner and with encouragement they think about the food they could make for tea. All children join together for some activities, such as singing. Children develop co-ordination as they sing and follow the actions for 'Peter Plays with One Hammer' and 'The Wheels on the Bus'. They are keen to continue singing as their achievements are praised and younger children are supported by members of staff. Children under three years make sound progress as the key worker has a good understanding of each child and plans a broad range of activities which are based on their next stage of development. Although there are regular observations of children, staff do not formally monitor children's progress and are therefore unable to share records with parents.

## Nursery Education

The quality of teaching and learning are satisfactory. Staff plan a range of interesting weekly, theme based activities which appeal to children. There is a system in place to ensure each aspect, in all areas of learning are included in the plans. However, planning does not take into consideration the individual needs of children. Although progress is monitored against the Wiltshire Building Blocks which relate directly to the Foundation Stage, progress is not dated and there are few supporting observations or other materials. Staff provide many first hand experiences so that children are keen to learn. They go on local walks and look at things such as road signs and where cars are parked on the road. When children are visited by a police constable they sit in silence keen to hear what she has to say. Children know what police officers wear and why, they are able to feel the weight and texture of the hat and jacket. They understand that a 'walkie talkie' is like a telephone as they listen to the police constable's colleague respond to a call and then shout "hello" to the colleague. They listen with interest to the stories the constable reads. Children name the people they can trust and understand that a stranger is someone they do not know. In an emergency they realise that they should dial '999' on the telephone. Familiar with information and communication technology they hold imaginary conversations on the telephone and before putting down the telephone remember to say "goodbye". Children are able to operate simple computer programmes. Fine muscle skills are developed as children use a hammer to nail small wooden shapes onto a board. They explain what their design will be before they begin. Proud of their achievements, they ask staff to look at the finished picture. Many opportunities are provided so that children develop good problem solving skills. Four-year-old children are able to create a marble run that works successfully as they check out the run after fitting each piece. Children realise that if they build a tower too high it will wobble. Co-ordination is developed as children use gift wrapping paper to wrap toys from around the room for the children the following day. They understand that the paper needs to be large enough to cover the whole of the object and when it is not, try again. As children wrap the presents they use mathematical language to describe shape and size, and at the end estimate the total number of presents. Children cut out pictures from holiday brochures to stick on card to make a postcard. On the back they add a smaller picture for a stamp and enjoy mark making. More able children write their own name and are able to name and sound letters of the alphabet. Children form friendships and work together to complete a simple puzzle. When chosen to go for a ride on the train as they sing 'I'm Going on a Train Ride', before joining the other children, they quickly tell their friend they will choose them.

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

The provision is satisfactory.

Children new to the provision settle quickly as they spend time with their key worker and the length of time away from their parents is gradually increased. Children have a sense of belonging, they have a named coat peg and their photographs and art work are displayed. Confidence develops as they are praised for each achievement and children know they are valued and included. For example, the police constable visited twice so they she could meet all the children. Children with learning difficulties/disabilities participate fully in nursery life and staff follow the Code of Practice.

Children's spiritual, moral, social and cultural development are fostered. Children are polite and well behaved. From a young age they learn to take turns and show respect for their environment, as they assist in helping to tidy away toys. Opportunities are provided so that children learn about their own and other cultures. Birthdays are acknowledged as everyone sings 'Happy Birthday' and afterwards the birthday child describes to their peers the presents they have received. At the time of the Chinese New Year children created a dragon from material and a cardboard box, then danced to Chinese music. Children develop an appreciation of nature as they water the nasturtiums they have planted earlier in the year. Pets have been brought into the nursery; dogs, a lizard and cockatiel. At Lackham children saw lambs. Children recall seeing tortoises, rhinoceroses, lions, monkeys, snakes and tortoises at Cotswold wildlife Park. An understanding of the local community is developed as children participate in educational walks and visit the fire station.

The partnership with parents and carers is satisfactory. Parents comment positively about the provision, the friendliness of staff and happiness of their children. Parents are aware of practices and the education programme via the prospectus, notice boards and regular newsletters. On a daily basis parents are verbally updated about their children. Parents of funded children are able to access their child's progress records at any time. There is no formal system for sharing records and no opportunity for parents' written contributions.

## **Organisation**

The organisation is satisfactory.

The provision meets the needs of the range of children for whom care is provided. The new proprietor has a rigorous recruitment procedure in place; although to date she has not taken on any new members of staff. In retaining the same staff group, most of whom have worked at the nursery for many years, children are provided with continuity of care. The ongoing suitability of staff to work with children is to be checked via appraisal. However, this has not yet been undertaken by the proprietor, so all training needs may not have been identified. Children have benefited from a smooth introduction to changes within the nursery, which has been facilitated through consultation and clear communication with staff. The nursery operates above the

minimum adult to child ratios and staff are appropriately deployed, so that children receive a high level of support and are actively occupied at all times. Children are provided with a broad educational programme, but do not achieve their full potential as staff do not effectively monitor children's progress or plan for their individual needs. Documentation complies with the requirements of the National Standards and is confidentially maintained.

Leadership and management are satisfactory. The manager is appropriately qualified and has much experience of child care, particularly with those who have learning difficulties/disabilities. Many weaknesses have been identified since taking over the nursery and there have been many changes. For example, children have more opportunities to learn about information and communication technology, and access to outdoor play has been extended. There is a timed action plan in place to address other shortfalls in practice, for example, obtaining advice on planning and assessment. However, as this has not yet been addressed children's learning has been inhibited.

### **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.

## **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):

- extend medication records so that they are fully detailed

- develop a system for monitoring progress for children from two to three years and sharing records with parents
- undertake a review of staffs' knowledge and understanding of both the regulatory requirements and educational programmes, and devise a plan as to how any shortfall can be addressed

### **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):

- improve the system for monitoring children's progress and develop an effective planning cycle which takes into consideration the needs of each child
- improve the partnership with parents by developing a system for sharing children's records, seeking parents' views on their child's progress and encouraging parents to be further involved in their child's learning.

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