



Mr Bee's - Family Centre

Inspection report for early years provision

Unique Reference Number EY318720
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Inspector Melanie Calway

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Registered person Mr Bee's Family Centre
Type of inspection Integrated
Type of care Full day care, Sessional 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.

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?

Mr Bees at Springwood is one of three nurseries run by Mr Bees. It opened in 2006 and operates from two rooms in a purpose-built modular building. It is situated in the grounds of Springwood High School in the Gaywood area of King's Lynn. A maximum of 40 children may attend the nursery and out of school club at any one time. It is open each weekday all year round from 07:00 to 18:00. All children share access to secure enclosed outdoor play area.

There are currently 67 children on roll for the nursery and out of school clubs and 113 on roll for the holiday club. Of these, five children receive funding for early education.

The nursery and out of school club employs five members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

There are sound hygiene procedures in place. The environment is clean and well-maintained. Children are reminded to wash their hands before eating and after using the toilet, most of the time. They can do this independently as there is a low-level basin in the play room and child-sized basins in the toilets, with individual paper towels to minimise the risk of infection. Children are not always given explanations to enable them to understand the importance of good hygiene. Nappies are dealt with hygienically as staff use disposable aprons and gloves and wipe down changing mats thoroughly after use.

Children's medical needs are met as all the necessary information is collected on their record forms. A list of children's dietary requirements and allergies is displayed in the kitchen so staff are aware of children's needs. All staff hold current first aid qualifications and first aid kits are positioned in both rooms within easy reach of staff so that they can deal with minor accidents and emergencies appropriately. There are written health and hygiene procedures in place and parents are made aware that they need to exclude children with infections to reduce the risk of cross-infection. Consent has been obtained from parents for the nursery to seek emergency treatment so that help can be sought in the event of an emergency.

Children have opportunities for exercise and fresh air as they play outside every day. Their physical development is promoted as they can move about freely inside and play games which involve jumping and stretching. Outside they can play with balls, hoops, run, jump and climb on the climbing frame. Their manipulative skills are encouraged as they can use tools such as pencils and paint brushes. Children are well protected from the effects of the sun as they learn how to put suncream on and are reminded to either wear hats or play in the shade on very hot days. Some opportunities are missed to explain to children why they need to protect themselves from the sun or why they need to drink plenty of water in the heat. Children can rest if they need to on bean bags or pull out mattresses.

Children are offered a snack, which includes some healthy options. Children spread crackers or toast with jam. Cheese and cucumber are also offered. Parents provide packed lunches. Children are not learning about healthy eating as opportunities are missed to talk to them about foods which are good for them so that they are encouraged to make healthy choices. Fresh drinking water is readily accessible to children at all times and a choice of juice, milk or water is offered at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in suitable and safe premises. The purpose built building is bright, well-maintained and welcoming to children and families. Children are kept safe as the nursery has excellent security systems in place. The premises are fully enclosed and fenced off. The rooms are protected by key pad locks and a buzzer on the front door alerts staff to any visitors. A system for recording visitors is in place so that access to the building is monitored. Children play with a good range of appropriate equipment, which is checked regularly for safety.

Children are protected as the nursery carries out thorough risk assessments and staff carry out daily safety checks both inside and out before children arrive. Staff are well deployed and maintain a good level of supervision. Children are beginning to learn how to keep themselves safe as staff remind them of safety rules and give them explanations, for example not to stand on chairs as they might fall and hurt themselves. Children are kept safe on outings as a risk assessment is carried out and only named drivers are used. Staff walk through the grounds of the High School to take children to nearby primary schools and drive to schools further afield to take and collect. All of the required permissions for outings and transport have been obtained. A record of accidents is kept and parents given copies. There are good procedures in place for the collection of children. The nursery asks all family members who have permission to collect children to supply a photograph so that children cannot be handed over to unauthorised persons. Children are protected from the risk of fire as fire exits are clearly marked and a fire evacuation procedure is in place. However this has not been practised and the procedure is not displayed so children and visitors may not be clear about what to do, in the event of a fire.

Children's welfare is safeguarded as a child protection policy is in place, which makes it clear that the nursery has a duty to refer any concerns, while maintaining confidentiality. Staff have a good understanding of child protection issues and are encouraged to attend regular training.

Helping children achieve well and enjoy what they do

The provision is good.

Children come into the nursery enthusiastically and settle easily to a good range of activities and resources. The space is well organised to give children a range of experiences, with a separate area partitioned off for under threes. The staff have a flexible approach and children can move freely between areas. There is a quiet area with low furniture and cushions, home corner and messy area for craft activities. The breakfast and after school clubs operate from a separate room which is equipped with a football table, computer and air hockey table. Other resources are shared and rotated between the other two Mr Bee's settings. Children can choose from a good range of games which are stored in a cupboard, which they can access freely, as well as a craft cupboard so they can initiate their own craft activities. In the nursery room children can also choose freely as resources are stored in units at child-level and clearly labelled. Children develop confidence and self-esteem as staff sit with the

children and support them in their play. They talk and listen to children with respect. They know children well and talk to them about their experiences, asking questions such as "Are you going to your new school this week?" or "What did you do at the weekend?".

Children are forming positive relationships with staff and friendships with other children. Children develop good independence skills as staff encourage them to put their own suncream on, choose activities and put them away and spread their own crackers or toast at snack time. Children also get their own drinks, when they need them, and fetch their own nappies from pull-out storage drawers where they store their personal belongings.

Children under three are cared for appropriately as they are given opportunities to explore and investigate with sand and water. Staff have a good understanding of the needs of under threes. Scrap books of photographs with written comments are kept for each child and linked to aspects of the 'Birth to three matters' framework pack and parents are given information about the pack in the brochure.

Nursery education

The quality of teaching and learning is satisfactory. Staff have a reasonable understanding of the Foundation Stage and plan activities which cover most aspects of the six areas of learning. Staff are well deployed to support children in their play and engage them in conversation, although some opportunities are missed to extend and develop children's play to give them sufficient challenges.

Children enter the group confidently and are interested by the activities on offer. They concentrate well on self-chosen tasks such as jigsaw puzzles or construction. They are forming friendships and play together co-operatively. They are learning to be independent, putting their work away, and fetching their water bottles or spreading crackers at snack time. Children communicate confidently with staff and with each other in their role play. They have opportunities to recognise print as their drawers and resources are labelled and their attempts at writing are valued by staff. Staff model writing for children so that they know that print carries meaning. Children select books independently sitting in the book corner to look at them. There are limited opportunities for children to link sounds and letters.

Children count with staff support and are sometimes encouraged to perform simple calculations, for example, "If I give you another one, how many have you got now?" but some chances are missed, for example at snack time, to work out how many more chairs are needed. Children are beginning to use the language of shape and size as they play games or build with construction sets. Children learn about the world as staff talk to them about their experiences, or through topics such as the sea side. They enjoy mixing sand and water outside, exploring how it feels, observing the changes and using a range of tools and objects in the sand tray. Opportunities to use technology are limited. The craft area is set up with materials so children can select them and paint at the easels, although they were not encouraged to use them at the time of the inspection. Children are offered a weekly music session where they can choose and play with musical instruments. Children use their imaginations well in role play pretending to be doctors, serving tea, roaring like lions or pretending to go

camping. Staff do not always pick up on opportunities to develop this further.

Joint planning meetings take place between the three Mr Bee's nurseries and written plans are in place, which show the learning intention for activities and specific language to be used. However, due to staff changes the current staff are not fully involved in the planning process and so are not clear about the particular focus for activities. A key worker system is in operation and each key worker makes observations of the children, which include comments on the next steps for their learning to help children to progress. These observations are then transferred to children's records and shared with parents and are used to inform the planning to ensure that children's needs and interests are at the centre of the planning process.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met because staff know them well. They gather information about the child's needs and preferences at the time of placement. Children are learning about the wider world as resources, topics and displays reflect people from other cultures. Plans for the holiday club show whole weeks activities based on India and Africa as well as Native American Indians. Children are given appropriate support. If staff have any concerns about children's development they carry out observations and if necessary refer to the Special Educational Needs Co-ordinator who is based at one of the other Mr Bee's nurseries.

Children behave well because they are given consistent guidelines about what they are allowed to do along with appropriate explanations. Children are reminded to sit on their bottoms or they might fall. Staff use positive language when talking to children and talk to children with respect, saying "please" and "thank you". Good behaviour is encouraged as staff give children plenty of praise and encouragement. Children are supported in learning how to share resources and take turns. Children form friendships and are encouraged to show care and respect for each other. Their spiritual, moral, social and cultural development is fostered.

The setting works with parents to ensure that children's needs are met. Parents come in to the nursery to settle children and enjoy a friendly relationship with the staff. Information about the children is exchanged at collection and drop off times. The nursery keeps parents informed about their service through a notice board, regular newsletters and an informative brochure. Parents are reminded, by a notice in the hall, that they can ask to see a full copy of policies and procedures. There is a complaints procedure so parents know what to do if they have a concern.

The partnership with parents and carers for nursery education is satisfactory. The parent brochure contains useful information on the Foundation Stage. Parents are kept informed of children's activities and are able to ask to see their children's records at any time. A short report is compiled as children leave the setting and given to parents. However, there are no systems in place for parents to contribute to the assessment process and be fully involved in their children's learning.

Organisation

The organisation is good.

Children are cared for by staff who are suitable and qualified. All staff hold early years qualifications relevant to their position and a rigorous recruitment and vetting procedure is in place to ensure that staff are suitable to work with children. Staff are well deployed throughout the nursery and out of school clubs so that children's well-being and safety is promoted and good levels of supervision maintained. A key worker system is in operation and this enables staff to get to know children and their carers well.

All of the required documentation is in place. Policies and procedures are kept in the office and children's records are stored in a lockable filing cabinet to maintain confidentiality. Overall children's needs are met.

The leadership and management of the setting is satisfactory. The general manager works closely with the centre manager and they are committed to raising standards. They are working towards developing systems to evaluate the provision of nursery education. Staff are supported well by the centre manager and benefit from regular staff meetings, which they share with the other Mr Bee's nurseries. Staff are encouraged to take up relevant training. As yet there are no formal systems in place for staff appraisals.

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 parent, 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):

- promote children's health by using opportunities in the daily routine to talk to them about how to live a healthy life-style, including explanations about good hygiene, healthy eating, sun protection and the effect of exercise on their bodies
- display the fire procedures and practise regular fire drills so that staff, children and visitors are clear about what to do in the event of a fire.

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 children are given challenges and that staff pick up on opportunities to extend and develop their play
- plan activities to cover all aspects of the Foundation Stage and ensure that staff are aware of the learning intention for activities.

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