



# Busy Bees at Norfolk & Norwich Uni Hospital

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305861
<b>Inspection date</b>	28 September 2006
<b>Inspector</b>	Rosalie Mary Turner / Andrea Caroline Snowden
<b>Setting Address</b>	Busy Bees Nursery, Colney Lane, Colney, Norwich, Norfolk, NR4 7UB
<b>Telephone number</b>	01603 507776
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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

## 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 good.

### WHAT SORT OF SETTING IS IT?

Busy Bees Nursery is one of 57 settings run by Busy Bees Childcare Ltd. It opened in 2005 and operates from purpose built premises on the site of the Norfolk and Norwich University Hospital. Children under the age of two occupy four rooms on the ground floor, with those over two years of age being cared for in four rooms on the first floor. A maximum of 102 children may attend the nursery at any one time and priority for places is given to hospital staff. The nursery is open each weekday from 07.00 to 19.00 throughout the year. All children share access to the secure enclosed outside play areas.

There are currently 121 children aged from birth to under five years on roll. Of these, 17 receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 15 members of staff, all of whom hold appropriate early years qualifications, and a cook. Three members of staff are working towards a higher qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a clean and well maintained environment. Babies are beginning to learn the importance of personal hygiene because their hands are wiped after each nappy change. However, older children are not always reminded to flush the toilet or wash their hands after they use the toilet to prevent germs from spreading. Toys are cleaned on a rotational system but this is not effectively managed to ensure that children are protected from the spread of infection. The staff are trained to administer first aid and parents have given their written permission to enable them to seek emergency medical care. Consequently, children's well-being is assured because they are able to receive appropriate help if they are injured or ill whilst in the nursery.

The nursery takes some positive steps to promote healthy eating. Children are offered a balanced range of nutritious, home cooked dishes for their main meals and they are able to choose from a variety of fresh fruits and vegetables at snack time such as melon, carrot sticks or raisins. Staff help the children to develop healthy eating habits by reminding them that 'eating apples will make your teeth grow strong' and take account of their likes or dislikes when providing food to ensure that they eat well. The colour coded system that alerts staff to children's allergies, food intolerances or their parents' preferences is effective in meeting individual dietary needs.

Children have regular access to fresh air and exercise, therefore, they are learning to develop a healthy lifestyle. Staff provide a reasonable range of physical activities, both indoors and outside, to encourage children to understand how exercise helps them stay fit and healthy. For instance, they can use up their surplus energy when it is too wet to play outside by jumping and climbing on the range of soft play equipment. Babies have sufficient space to be active by crawling across the floor or pulling themselves up to access toys and they are frequently offered their beakers to quench their thirst. Staff discuss the effects of exercise with older children and remind them to help themselves to fresh drinking water because 'it is hot today.' Consequently, children learn the effect that fresh air and exercise has upon their health.

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

The provision is satisfactory.

Children receive a warm welcome from the staff and most come into the nursery happily. Those who find separation from their carers difficult are helped to settle because the staff provide suitable individual attention. The colourful resources and displays help children to become emotionally secure and the purpose provided premises are safely maintained. The staff open the windows and provide electric fans to circulate the air, however, the temperatures throughout the nursery remain uncomfortably high and compromise children's health and well-being.

Children have free access to a suitable range of safely maintained resources. They are learning to be responsible for their own safety as the staff encourage them to keep the toys tidy to avoid possible accidents. Children's safety is given priority and staff are vigilant to monitor play to protect them from danger. For example, they discuss road safety when children are taken for walks around the hospital grounds and ensure that they negotiate stairs carefully. Children practise fire drills so that they are confident with the process for evacuating the premises safely. The staff carry an evacuation bag that contains a variety of items including a blanket, water and biscuits to ensure children's safety is promoted.

Children are protected from the risk of possible harm. For instance, the video phone entry system safeguards them from 'stranger danger' and the room leaders ensure that they are never left alone with persons who have not been vetted. Furthermore, children are not allowed to leave with any adult unless parents have given their permission and a password is known. The staff demonstrate that they are able to recognise the signs and symptoms of child abuse. They keep Local Safeguarding Children Board guidance to hand so they can respond quickly to their concerns and safeguard children's welfare.

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

The provision is good.

Children have a strong bond with the staff who are consistently kind and attentive in their approach to them. The younger children greatly benefit from the warm greetings and close, personal attention they receive. They are becoming confident and self assured from a very early age because the staff create a happy atmosphere. For example, they smile or sing spontaneously to the babies and give a running commentary as they play. Children respond well to the praise and encouragement that they are given to help them to feel good about themselves and they often giggle or dance spontaneously to the cheerful background music.

Children are learning to work co-operatively because the staff encourage them to share the resources from an early age so that they learn to consider the needs of others. Staff support children well to help them to learn and they are skilled at extending play. For instance, they ask children if they would like help completing puzzles but encourage them to solve problems for themselves by saying 'Well done! You had it upside down.' The staff speak clearly about what the toddlers are doing remarking 'It's an umbrella. It keeps us dry in the rain!' so that they extend their vocabulary and learn to talk.

Young children quickly develop their skills as staff make effective use of 'Birth to three matters' to provide a valuable range of stimulating activities that are appropriate to their current abilities. For example, they thoroughly enjoy the experience of painting with exotic fruits, objects from around the room or with their hands. Babies relish chasing bubbles and exploring the spaghetti hoops, 'gloop' and water. They have great fun covering themselves with shredded paper or sitting in the sand tray, scooping it up in their fingers and exploring the texture. The treasure baskets also stimulate babies to discover natural materials that help them to develop their senses.

### **Nursery Education**

The quality of teaching and learning is good. Children are motivated to learn and eager to try new experiences, therefore, they make good progress towards the early learning goals in all areas of their learning. Staff meet regularly to plan the curriculum and evaluate their observations of children's learning. They provide a varied play programme and topics, such as 'transport', are very well developed to capture children's interest. For instance, they explore space, discuss travel to their holidays and learn simple French phrases to celebrate 'European Language Day.' The staff consult with parents to discover each child's starting point along the stepping stones to the early learning goals. They continue to monitor play to reinforce their understanding of children's current abilities so that they can guide future planning and address any identified gaps in learning. Consequently, children make valuable progress as the experiences offered are exciting and encourage them to extend their capabilities.

Children get on well together and are developing firm friendships. Their confidence is extremely well promoted by staff who use their names, maintain eye contact and moderate their voices to show that they are interested in what the children say or do. Children approach their play excitedly, for instance, they are keen to use the puppet theatre to act out their own stories or familiar tales, such as the 'Billy Goats Gruff.' They persevere with tasks and many show off their increasing hand to eye co-ordination by cutting out their work without help. Children are eager to participate in newly provided activities, such as using the large physical play apparatus to climb, balance and slide. They show competence in their spatial awareness when they run around the outside areas without bumping into each other.

Children speak out confidently, initiate conversations and are able to make their needs known as they play. Effective use of labelling in words and pictures helps children to develop very early reading skills and recognise that print carries meaning. They self-select from a well stocked bookcase and use books for pleasure. Children listen attentively because the staff make stories interesting. They hold books so that everyone can see the pictures, point out items of interest and moderate their voices. As a result, children know the stories well and are able to anticipate endings accurately. Children practise their early mark-making skills by making patterns in trays of fine sand. They can also access a useful range of writing materials every day that are graduated from chunky crayons to fine felt tipped pens to help children to move forwards to the next step in their development. Consequently, some are able to form recognisable letters and begin to write their names.

Children's creative development is well fostered because the role play area frequently changes from a home to a cafeteria, doctor's or veterinary surgery according to the topic. They use their imaginations well as they use the sleep mats to build a house or move to the different rhythms of their musical instruments. Children freely express themselves through art or craft work and they are responsible for their creations from beginning to end. They are given a sense of pride in their pictures because the staff display their work to decorate the nursery. Children's sensory development is also very well promoted. They are encouraged to explore texture using many different natural materials such as sand or clay and their sense of smell is developed when they make cheese pastries or heart biscuits.

Children count reliably because the staff take every opportunity to encourage them to count within routine activities. Planned activities encourage children to calculate but they are not sufficiently challenged to solve number problems, such as 'one more' or 'one less', within routine

activities in order to develop their mathematical thinking. Children demonstrate their ability to recreate patterns competently as they focus on shapes and they enjoy measuring the ingredients when they cook. They are fascinated by the range of resources that encourage them to question how things work, such as the Dictaphone, whisks or battery operated drills and show very good control of the mouse when using the computer. Children learn to value and respect diversity through celebrating festivals from around the world including the Chinese New Year and develop an understanding of their own community by talking about 'people who help us.'

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

The provision is good.

Children from all backgrounds feel a sense of belonging in the nursery because the staff value what they have to offer. They take time to get to know the children so that they are able to meet individual needs well. For example, babies eat and sleep according to their needs and have nappies changed as soon as they are wet or dirty. Children explore a commendable range of small world resources such as a play hospital, figures and wheelchairs to help them to value and respect people of all abilities. They learn to respect each other because the staff are very positive in their approach and give plenty of praise to help them to feel good about themselves. Children are able to access a positive range of resources that reflect our multi-cultural society to help them appreciate the wider world.

Children's individual needs are identified with parents before care is provided and the nursery is suitably equipped to accommodate those having learning difficulties or disabilities. Although they are not currently caring for children having identified special needs, staff are able to recognise possible developmental delay and there are robust procedures in place to guide them if children appear not to be making progress. They are able to work closely with parents, carers and other agencies to provide appropriate stimulation and can access support from the area co-ordinator to develop individual educational plans so that children of all abilities can reach their full potential. Staff encourage outgoing children to pair with those who do not speak English and make effective use of picture books to help them to make their needs known and feel at home in the nursery.

Children's spiritual, moral, social and cultural development is fostered. They make friends easily, behave considerately and are learning to share resources. Children are able to access a valuable range of books to help them understand the consequences of their actions such as 'Hands are not for hitting.' They have pleasing support to help them to manage their own behaviour because most staff skilfully recognise if they are becoming restless and avoid conflict by diverting them to another activity. All adults are positive role models to the children because they are calm and courteous. They have high expectations of the children and provide commendable guidance to them. The staff give clear explanations to the children when asking them to change their behaviour to help them to understand right from wrong. For example, they tell children 'It's not a good idea to hang over the chair because you might hurt yourself.' As a result, children behave very well.

The partnership with parents and carers is good. Parents are warmly welcomed into the nursery and provided with a high quality brochure that clearly explains how they can be involved in the

early years education that is provided for their children. They chat to staff about their child's current interests and abilities as children are delivered or collected and have valuable opportunities to discuss the individual 'learning stories' on a more formal basis during open evenings. Consequently, parents and carers say they know how their children are progressing stating 'I'm very pleased with what my child covers in nursery.' They particularly like the things children do not have opportunities to experience at home and feel 'the staff are friendly and approachable.' The useful two way flow of information enables the staff to provide education that is current to children's individual needs and helps parents to be fully involved in their learning.

Parents of younger children also enjoy positive relationships with the staff. They receive a thorough verbal feedback at the end of each day to inform them of their babies' moods, their eating or sleeping patterns and any activities they have enjoyed. Many parents who use the nursery are in full-time employment, however, staff promote an 'open door' policy and the nursery has set up a parents' liaison group to improve communication. Parents are invited to express their views through the suggestions box or the questionnaires that are issued throughout their time in the nursery and say they are highly satisfied with the care that is provided for their children.

## **Organisation**

The organisation is satisfactory.

Children's care and learning is supported by qualified staff who understand how young children develop and are committed to ongoing training. For example, they have completed short courses within the last year and some are working towards higher childcare qualifications to ensure that they have up to date skills and knowledge.

Appropriate ratios are maintained and children receiving early years education are separated from the younger children. However, the staff are not always deployed effectively. For example, children's play is disturbed when staff answer the telephone, fetch bottles from the milk kitchen or take children to the toilets and, at these times, they are not supported appropriately. The permanent staff teams work well together, show genuine support for each other and interact competently with the children. However, some bank staff who cover breaks and absences are unaware of children's developmental needs and their interaction with them is minimal. As a result, children's welfare is compromised because they do not stimulate them or intervene to prevent conflict.

All required documentation is well maintained and the nursery has a full set of policies and procedures that provide guidance to help the staff to perform well. The accurate records of attendance in each room ensure that staff always know who is present to support children's welfare and care.

The leadership and management of the provision is satisfactory. The nursery is guided by clear aims that help the staff to provide a stimulating learning environment as evidenced by the good progress that children are making towards the early learning goals. The day care chain supports the nursery manager to meet the children's needs through fortnightly review meetings. Their recruitment procedures and ongoing appraisal system ensure the staff have a clear

understanding of their roles and responsibilities and a suitable staff induction programme enables new team members to learn about the way the nursery operates. The manager supervises staff to ensure those who work with the children receiving funding for early education are confident in their understanding of how they learn. However, some remain insecure in their delivery of the educational programme and their expectations of children are not always realistic. Consequently, children's learning could be compromised. The management is committed to improvement and plans are in place to create a sensory garden and open an unused play room as a library facility where parents can read with their children. Regular evaluation is successful in helping the setting to improve its performance and the nursery has recently received a 'gold award' from their day care chain.

Overall children's needs are met.

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

Not applicable.

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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**

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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 good.

### **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):

- improve practices to prevent the spread of infection by ensuring children's personal hygiene routines are robust and the rota system for cleaning toys is maintained
- ensure rooms are adequately ventilated and the temperature is maintained at a comfortable range in hot weather
- improve staff deployment to ensure that children are supported appropriately.



## **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):

- increase opportunities for children to develop their calculation skills and solve simple number problems within routine activities
- ensure staff are fully confident in delivering the curriculum for the Foundation Stage at all times.

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](http://www.ofsted.gov.uk)