

# Busy Bees Play Group

Inspection report for early years provision

---

<b>Unique Reference Number</b>	122548
<b>Inspection date</b>	15 March 2007
<b>Inspector</b>	Jane Lester
<b>Setting Address</b>	Peace Memorial Hall, Woodfield Lane, Ashted, Surrey, KT21 2BE
<b>Telephone number</b>	01372 274756
<b>E-mail</b>	
<b>Registered person</b>	Sheena Camplin
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 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 Bees Nursery was registered under a joint ownership, which included the current owner, in 1995 and under a sole ownership since 2000. It operates from one room in the Peace Memorial Hall in Ashted in Surrey. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09:10 to 12:10 term time only. Children have access to a small fully enclosed outdoor area.

There are currently 34 children aged from two to under five years on roll. Of these, 19 receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities. The nursery also supports children who speak English as an additional language.

The nursery employs six members of staff. Three of the staff, including the owner/manager, hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning to take care of themselves. They independently wash their hands after messy play throughout the morning and remind friends to wash after using the toilet. They raise their hands enthusiastically to receive anti-bacterial soap before eating and talk about getting tummy aches if they eat with dirty hands. As they chat with staff at snack-time children demonstrate a good understanding of the importance of eating healthily and cleaning their teeth regularly.

The nursery offers a choice of milk, water or squash at snack-time to take into account parental preferences and children's individual dietary requirements. In addition, children enjoy a biscuit and select from a variety of fruit, supplied by parents, which ensures their nutritional needs are met. Children help themselves freely to fresh water according to their needs.

All staff have received training in paediatric first aid treatment which means everyday injuries can be dealt with effectively. Staff work closely with parents to ensure the correct level of care is offered for children who have long term conditions such as asthma. Parents are informed of exclusion periods after illness and know that children who are ill should not be brought to the nursery, which minimises the risk of cross-infection. In summer, the nursery hangs sun caps on low pegs and encourages the children to wear them while playing out. Parental permission is obtained to re-apply sun cream during the morning, if necessary, so that children can continue to be protected on very sunny days.

Children benefit from daily outdoor play in the adjoining enclosed area. They push buggies and shopping trolleys or ride on bikes and in cars, changing direction to avoid obstacles. They demonstrate good hand and eye co-ordination as they aim soft balls or bean bags at targets. Children use large arm movements as they make drawings on the ground with chunky pieces of chalk. They develop their balancing skills as they hop or jump on the hopscotch grid and balance on the balancing beams. A large slide set up indoors offers them climbing opportunities and these are extended on trips to the local park.

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

The provision is good.

Children's sense of belonging begins in the corridor as they wait to enter the nursery. They find their name card and chat companionably with friends. Children self-register before going to play, happily waving goodbye to their parents. Parents and staff use this opportunity to exchange important information, such as details of other people collecting children or a child no longer using nappies. This is logged into the daily diary and read by all staff, ensuring children receive consistent support and protection.

The room is very well organised to allow children to move around safely as they select from the wide range of colourful activities provided for them. Resources are bright and attractively arranged. Displays of soft toys and children's artwork make it a cheerful, cosy place for them to play, although the visual timetable is displayed too high for the children to use. Toys are checked daily and discarded if broken or incomplete and staff are very vigilant as children play, ensuring that resources are used safely.

Children are cared for in a safe environment as all staff take responsibility for safety. Each day the outdoor gate is checked to ensure it is secure and within the setting staff make good use of a removable gate to maintain indoor and outdoor ratios effectively. The nursery door is kept locked while children are present and children are escorted to the toilets. The manager completes risk assessments prior to outings and children are further protected on visits by a high ratio of adults to children and a clear procedure that is followed by all staff.

The manager has an excellent understanding of safeguarding children and all staff understand their responsibilities to the children in their care. Staff wear name tags and their photographs are displayed on the parent's board so children and parents know which adults they can trust. Identification of unknown visitors is checked and good use is made of the visitors book which further safeguards children. Children learn how to keep themselves safe through visits from the emergency services and in road safety awareness sessions.

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

The provision is good.

Children enjoy a very close and caring relationship with the staff. Most children enter the nursery confidently and happily, eager to explore the exciting activities on offer. Less confident children are comforted and dealt with sensitively and patiently, with plenty of opportunities for cuddles if they want. Children form close relationships with all staff and especially with their key worker who uses regular observations of them to ensure activities are adapted to meet their individual needs.

Staff use their experience of caring for children to offer a wide range of activities that capture their imaginations and allow them to explore using their senses. Trays are filled with shells of all sizes and children play with them imaginatively, burying small world figures or animals for friends to discover. They gently drop handfuls of shells, enjoying the sound they make, or listen to the sea as they hold them to their ears. They explore texture as they run their fingers over the surfaces or rake their fingers through the shell-filled trays.

The daily routine enables children to explore freely and independently as well as participate in adult-led activities. They play companionably side by side, each exploring their own ideas. Children come together as a group during register, snack-time and story time. Story time and 'quiet time' during snack are enjoyed by most children although some find it difficult to focus for long and wander round or become restless.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress as staff plan activities that promote their learning in each curricular area within the Foundation Stage. Children sustain interest in a range of stimulating activities each day and have access to resources which support their development in all areas of learning. Plans of activities have clear learning intentions linked with specific aspects and staff record when individual children achieve that aspect, although other achievements during that activity or during spontaneous play are not always noted. Staff use their good knowledge of individual children to ensure that activities offer suitable challenge for each individual child.

Children show they can play companionably as they collaborate to build a high tower and shriek with laughter as it falls down. They repeat the activity over and over again, motivated by a member of staff who sits on the floor with them and giggles with them each time it falls over.

Sometimes the tower is knocked down by a younger child but the children are very kind and copy the member of staff as she cares for him gently. Children proudly undertake responsibilities, such as clearing names from the self-registration board or tidying up, and staff are quick to praise them which raises their self-esteem.

Groups of children demonstrate good communication and social skills as they dress up and play imaginatively in the home corner. Here they cook each other meals in the cooker, discuss portion sizes and clearly express their preferences for different food. They pretend that the camp bed is a 'magic sofa' and they recreate different scenes from their experiences and imagination, sustaining their game for a long time. Staff skilfully involve children in story time through the use of props and questions which the children are eager to answer. Most children can find their name on their tray and many can write their own name.

Children show they are making good progress in mathematical development. Staff regularly use their everyday routine to encourage children to think about number, shape, measure and simple calculation. Some children are able to accurately say what number comes after 14 and find the correct numbers to complete the daily calendar. Children giggle when they are asked to sit on the square pad as they point out all the pads are round. They compare different amounts or heights and start to use comparative language.

There are plenty of opportunities for children to explore creatively. They dance to music playing in the background and demonstrate good rhythm as they beat out fast or slow tunes on musical instruments. Some children are able to beat or clap out the correct amount of syllables in their name. They investigate the properties of modelling dough and make birthday cakes and pizzas as they sprinkle glitter or flour on shapes they have carefully cut out.

Children show they are developing a sense of time as they use the sand timers to share resources or to time how long it takes them to do an activity. They talk about past events in their lives and make plans for the future. They design and create models, explore materials and handle scissors safely as they carefully cut fabrics and stick them onto boxes and pots. One child creates a flower whilst another designs a pot for mummy to keep things in. They investigate and learn about how plants grow and bring small pets in to show to friends.

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

The provision is good.

Children learn about the wider world through festivals and resources. They dress up in national costumes, taste food from around the world and use resources which reflect the wider community. At Christmas they write cards and perform concerts for older people in the community. They talk about their own lives and share their different experiences of celebrations during circle time. Children benefit from visitors who tell them about their roles in the community. They learn about people who can help them as they talk to police, opticians and air hostesses and love sitting in the fire engine when fire fighters visit the setting. Children's spiritual, moral, social and cultural development is fostered.

All children are given close attention throughout the session ensuring they feel valued as individuals and are given the support that each of them needs. Staff are well informed and have a good understanding of child development which means they are quickly alerted to potential problems and can take appropriate action to support the child. Staff work closely with parents and external agencies to ensure children with learning difficulties or disabilities receive excellent continuity of care.

Partnership with parents and carers is good. Information which supports children effectively is exchanged before they start in the nursery. Parents receive details about the activities offered as well as the current topic and nursery policies and procedures. This is updated in newsletters given to parents each term. The setting arranges group meetings when parents can socialise and be involved in discussing the provision offered. Parents of children who receive nursery education receive written information about the Foundation Stage by means of a leaflet and welcome letter. Currently there is no formal system in place to keep parents informed of their child's progress in all areas of learning, although some achievements are noted on progress sheets and sent home. Older children are given the option to share unfinished work or a favourite reading book with their parents. This gives parents further opportunities to monitor their child's progress and support their learning. The nursery works very well with parents to plan the next steps for learning for children who experience behavioural or learning difficulties.

Staff are positive role models of care, courtesy and friendliness. Children are gently reminded to say 'thank you' and 'please' and to be nice to each other. As a result, they learn to be gentle and kind especially with younger members of the group and those with disabilities or learning difficulties. Staff teach children strategies for sharing favourite toys and they play well together. Children are keen to help tidy up and an effective method of distributing jobs means that all children can choose to be involved and work co-operatively. Staff reward children with lots of praise and particularly helpful or kind behaviour is recognised and shared with the group.

## **Organisation**

The organisation is good.

Children's care is enhanced by effective organisation. At least half of the staff hold recognised childcare qualifications. They work very closely as a team and communicate clearly to meet the needs of the children. There is very low staff turnover and this means that good continuity of care is offered. The manager holds details of a bank of regular staff, who are CRB checked, to cover emergency absences which ensures that child to staff ratios are maintained at all times. All documentation required for the efficient and safe management of the provision, in order to promote the welfare and care of children, is maintained and kept confidentially.

The organisation of resources and the morning routine enables children to take responsibility for their own learning and play as well as allowing opportunities to choose from adult-led activities. A wide variety of resources are attractively laid out and children have plenty of time to explore their own ideas and imagination. They are familiar with the daily routine and advance warning of tidying up time gives them the chance to see chosen activities through to their natural conclusion.

Leadership and management is good. The manager leads and guides by example as she works with the children alongside her staff. An effective induction process ensures that staff are clear about their responsibilities to children and well informed about nursery policies and procedures, ensuring the well-being of children. Staff are given responsibilities and supported in their roles. There are systems in place for sharing information from training courses and staff complete self-appraisal forms to encourage reflective practice. The manager is proactive in seeking advice to help her improve the provision for children and she involves her staff to find more effective ways of operating. She works closely with her early years advisor and is developing a deeper understanding of how to use effective planning strategies to further children's learning. As a result, any gaps in curriculum provision have been identified and staff are now more able to track individual children's progress towards the early learning goals. The manager actively seeks feedback from parents and works closely with external agencies to ensure all children receive

good quality care and education. The setting meets the needs of the children for whom it provides.

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

At the last care inspection the setting was asked to construct written policies and procedures to follow in the event of lost or sick children and in the administration of medicine. These procedures are now in place and medication records used effectively.

At the last nursery education inspection the provider was asked to develop their planning, observation and record keeping so that children's individual progress through the stepping stones could be clearly identified and addressed. The provider was also asked to develop the staff's understanding of aims and objectives of each activity, and how young children learn, in order that all children would be suitably supported and challenged. The provider has sought advice regarding planning and observation methods and these are currently under review though good progress has already been made. Children's progress through the stepping stones is now documented and used to differentiate adult-led activities, ensuring suitable challenge for all children. Learning intentions from activities are clearly identified and understood and staff use their observations of children to offer them suitable challenge and support.

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

Since the last inspection, 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**

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 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):

- review daily routine to ensure children of different ages are engaged during group sessions such as story time and snack time

#### **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):

- continue developing methods of planning and observation to ensure next steps for children's individual learning are clearly identified and planned for

- ensure parents receive information about their child's progress in each area of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)