

# Bumble Bees Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	127060
<b>Inspection date</b>	28 March 2007
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<b>Registered person</b>	Angela Elaine Manser
<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 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?

Bumble Bees Day Nursery is privately owned and run. It opened in 1994 and operates from a converted building in Paddock Wood, Kent.

A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 98 children aged from birth to under five years on roll. Of these, 37 children receive funding for early education. Children come from the local areas. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are developing a good understanding of keeping themselves healthy. They are encouraged to wash their hands before eating and signs displayed promote this. Methods for maintaining good hygiene with babies and young children are sound; nappy changing procedures are thorough, clean bed linen is used and children's noses are regularly wiped. Staff maintain a clean and hygienic environment through positive practices such as use of anti-bacterial sprays, wet wipes, gloves and aprons and opening windows throughout the nursery in good weather to let fresh air circulate. These methods help avoid the spread of infection and help maintain children's good health. Babies' sleep and feed routines are met appropriately. Young children are encouraged to nap and rest after lunch and have use of individual sleep mats. Currently however full details are not being retained on-site of children's sleep and feed details.

Children are developing good eating habits as they are provided with healthy meals on a daily basis. These are varied and healthy and provided on a rolling menu system. Children enjoy the spaghetti bolognese provided during the inspection and also tuck in to a variety of healthy snacks, such as carrot pieces, breadsticks and fresh fruit. Children stay fully hydrated as staff carry their water bottles around with them as they move about the rooms and children regularly enjoy drinking water from their bottles. Staff are aware of catering for children with dietary requirements and the system of recording dietary needs is sound. Children have different coloured plates to identify any dietary requirements or allergies, which helps ensure all staff are aware and thorough systems are in place to reduce the risk to children. Staff have clear systems for dealing with and recording accidents, medication, and illness and all staff are first aid trained, ensuring that children can be cared for quickly and appropriately should an emergency arise.

Children have regular supervised access to the outdoor play area which is inviting and organised to meet their needs. This allows them opportunities for physical play, fresh air and use of a good variety of outdoor toys and play equipment. Children enjoy developing their climbing, sliding, crawling, running and jumping skills. In addition they thoroughly enjoy the dance sessions that are organised for them twice weekly. As a result, children are developing an understanding that physical exercise helps contribute to their good health and funded children are able to make good progress towards this area of learning.

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

The provision is good.

Children are cared for in a welcoming, friendly and safe environment. It is well organised to meet their needs and child orientated with bright colourful displays and attractive designs to help children feel welcome. This helps to provide a warm, welcoming and stimulating environment and encourages children to feel safe and secure. Children have access to a good range of age appropriate toys and resources including a range of natural materials. For example young children enjoy exploring pasta shells in a tray and wooden musical instruments.

Children are kept safe through positive practices maintained by staff. They regularly promote these in practice with children, encouraging them to take care of themselves and be careful. For example staff do regular headcounts as children move around the nursery, strap younger children in to high chairs, and help children to use scissors carefully. Security is well maintained

and visitors are checked on arrival. An additional side entrance is well monitored with a video and buzzer entry system. Staff support children of all ages extremely well during their activities both indoors and out, ensuring their safety whilst also allowing them time and freedom to play and explore independently. These aspects help ensure children are kept safe whilst at the nursery.

Risk assessments completed daily ensure all staff are aware of hazards to children and help to keep these minimised. The nominated child protection officer has a good knowledge and understanding of child protection issues and has a good range of documentation to support her. Consequently children's welfare and well-being is considered a high priority and is promoted by staff at all times. These aspects help keep children safe and, as a result, children begin to understand safety and why keeping themselves safe is important.

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

The provision is good.

Children of all ages are happy and settled as staff support them closely and meet their needs well. Babies and toddlers play confidently with a wide range of toys and natural materials with staff that are responsive and caring, meeting their needs and promoting their development. Staff plan accordingly for them, working to the Birth to three matters framework to provide them with a range of interesting and varied activities. They play soothing classical music as children sleep and offer them cuddles and reassurance which encourages young children to feel valued and secure. Older children show they have developed strong relationships with staff and their peers and are able to make good progress at the nursery. Staff work hard to offer children a welcoming, stimulating and caring environment in which children are settled and supported closely.

### **Nursery education**

The quality of teaching and learning is good. Staff offer children a wide range of activities in all areas of learning to enable them to make good progress. They are knowledgeable about the Foundation Stage of education and encourage children, offering them good demonstrations and explanations and challenges according to their individual levels of ability and understanding. Staff ensure children move throughout the rooms frequently to encourage them to experience a wide variety of activities and a stimulating and varied day. Key workers work with the children closely to enable them to make good progress and feel closely supported. Planning is sufficient but lacks clear detail showing staff's aims and objectives of activities. Despite this, staff are successfully able to promote children's learning throughout all activities.

Children make progress in all areas of learning. They show good levels of confidence and enthusiasm to try out new things, for example when having a go at the 'smart board' they delight as they use their fingers to create shapes or trace lines. Children develop their mathematical skills as they explore concepts such as over, under, same and different; through stories and songs. They are skilled at counting, recognising numbers and finding the right cookie with the correct number of smarties on the top to match the numbers on their cards. They are able to represent numbers with their fingers and understand more and less as they sing 'five little ducks'. Children enjoy opportunities to mark make, using the smart board, pens and paper, emergent writing table and painting. They talk with confidence and develop this in the home corner, and imaginative discussions. They thoroughly enjoy books and children become absorbed as they are read the story 'we're going on a bear hunt'. They recognize letters as they self register and discuss their name labels on their water bottles.

Children enjoy opportunities to explore in the coloured sand, bubbly water, with the play dough and other materials such as pasta and rice, cornflower, foam and wood shavings. They construct with a variety of bricks and building resources and thoroughly enjoy their opportunities for technology. For example they use the smart board with growing confidence and skill, showing they are beginning to understand how to use it without support. Children develop their knowledge of the world in which they live as they talk with staff about animals such as kangaroos and ducks and the names of their babies. They celebrate festivals such as Chinese New Year and Diwali. Children thoroughly enjoy creative opportunities such as painting, play dough and water play. They have a wide range of musical instruments and join in with enthusiasm with familiar songs and rhymes. They use their imaginations in the home corner, pretending to create a restaurant and helping themselves to a good range of dressing up clothes and other resources to support them. Consequently, children are making good progress and enjoy and achieve in all activities in which they take part.

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

The provision is good.

Children are supported as they play, and staff recognise them as individuals, encouraging them to feel settled and valued at nursery. Children show good levels of confidence and independence, which staff promote. Children are developing an awareness of our wider society through planned activities, for example Chinese New Year, Diwali and Christian celebrations. They play with resources promoting diversity, such as books, dolls and dressing up clothes. Children's spiritual, moral, social and cultural development is fostered. A knowledgeable nominated Special Educational Needs Coordinator is in place who has attended relevant training, which helps ensure that children with learning difficulties and/or disabilities are supported and have their needs met.

Children are well behaved because they are regularly praised by staff who focus on their positive behaviour and achievements. They encourage good manners and thank children for behaving well or sharing. Children are settled and happy and supported by staff who are consistent. Children are thrilled to be chosen for a 'reward bear' such as 'helper bear' or 'kind bear' when they have achieved in a particular area. These aspects help children feel secure and valued at nursery, and encourages them to begin to develop an understanding of right from wrong.

Partnership with parents is good. Staff work closely with parents regarding their children's care and education and have fostered good working relationships. Staff provide a good range of information for parents, including a daily contact book for children of all ages and daily discussions with their children's key worker, a notice board with a range of information, newsletters and parents evenings. A greater range of information could be provided for parents regarding the Foundation Stage of education. Systems to work with parents are effective and help to keep them informed about their children's care and education.

### **Organisation**

The organisation is good.

The good organisation of the nursery is evident in all areas and contributes to promoting strong outcomes for children. Paperwork is effectively organised and stored and all required documentation is in place. A wide range of policies and procedures are in place which staff are familiar with and implement. All staff are clear on the required ratios and ensure these are met at all times, deploying themselves effectively. Children of all age groups are well supervised

and supported. These aspects help contribute to the smooth running of the nursery. There are clear systems in place for recruitment, vetting and induction of new staff, which is supported by clearly written policies. The majority of staff are qualified and all are police checked. These aspects help ensure children are kept safe and cared for well.

Leadership and management are good. Staff are positive in their roles and work together extremely well as a team and are supported by an enthusiastic owner and Manger. They focus closely on staff development, strengths and support, making these areas a high priority for the nursery. Staff training and development needs are encouraged through regular appraisals, supervision and staff meetings. Staff are enthusiastic, committed and settled in their jobs. This contributes to promoting strong outcomes for children and results in low staff turnover. Staff continually look at ways of developing the nursery and are willing and keen to make changes and developments continually. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection in October 2003, staff were set recommendations relating to the care and education of the children. Staff have now created an inviting and comfortable book area with well labelled book boxes and a further selection of books available. Children have a range of opportunities to practise their emergent writing skills and a range of resources are provided throughout their play to support this. Planning activities now cover cultural activities and resources in line with this have also been expanded. Staff now have a good knowledge and understanding of the Foundation Stage, applying this throughout all activities. Planning is organised to take account of children's individual needs and abilities and staff are very aware of these when supporting children in their play. Medication administration records are appropriately completed and daily risk assessments are carried out. Policies and procedures have been reviewed and updated accordingly.

### **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.

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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):

- consider retaining clear written records of children's sleep and feed details

### **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):

- further develop planning for the Foundation Stage of education to ensure the aims and objectives of activities are clearly identified
- further develop the range of information for parents regarding the Foundation Stage of education

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