



## **Busy Bees Children's Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	314072
<b>Inspection date</b>	15 March 2007
<b>Inspector</b>	Judith Anne Hodgson
<b>Setting Address</b>	Priory Road, Newton Hall, Durham City, Durham, DH1 5HW
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<b>Registered person</b>	Westminster Day 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 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 Children's Day Nursery is run by Westminster Day Nurseries Limited. It opened in 1998 and has sole use of two storey premises in Newton Hall, approximately one mile from Durham City Centre. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 throughout the year, excluding Christmas week.

Registration is for a maximum of 125 children at any one time. There are currently 235 children aged from birth to under eight years on roll. Of these, 38 three-year-olds and 28 four-year-olds receive funding for nursery education. The group mainly serves the needs of families from the local geographical area. The nursery currently supports children with learning difficulties and disabilities and English as an additional language.

The nursery employs 56 staff. Most members of staff hold early years qualifications and others are working towards a relevant qualification

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Good organisation of documentation pertaining to health ensures the good health of children is promoted in a very positive way. Good adult support and role modelling helps older children gain a positive understanding of hygiene and promotes their independence in personal care. Terry towels are used for children to dry their hands which may be a source of cross infection. However, these are changed on a regular basis when the bathrooms are checked and this helps to minimise any risk. Paper towels are available to children under staff supervision but the practice is inconsistent.

The nursery provides a very good range of nutritious, well balanced meals prepared in the central kitchen. Hot lunches with meat, fish and vegetables, fruit snacks and biscuits provide the children with healthy choices. The routines for snacks and lunch provides good opportunities for all ages of the children to sit together which enhances their social skills. Younger children are encouraged to be independent and are supported well by staff as they begin to feed themselves. Staff follow effective procedures to cater for the individual and cultural needs of all children and follow the agreed parental preferences. For example, each room in the nursery has detailed information on the food preferences and allergies for the children who are cared for in that room and the staff are very vigilant at checking the individual children's needs at mealtimes.

Adults provide children with many opportunities to explore, test and develop physical control in stimulating experiences, especially outdoors. Staff have a good understanding of the 'Birth to three matters' framework to support a strong and healthy child. Their understanding of each child's stage of development means the youngest children are confident to try out new skills and set their own limits within the safe environment. Babies are encouraged to stand, crawl and extend their physical skills through interaction with the caring staff. Older children develop a positive attitude to physical exercise through both fine and gross motor skills. They delight in the challenges of a versatile range of outdoor activities, such as climbing on the fallen trees provided, running, jumping and manoeuvring cars and bicycles. For example, older children are carefully but unobtrusively supported as they balance on the tree trunks and are delighted when they reach the end and are able to jump down unaided. The outdoor area also allows children to negotiate inclines and has a variety of surfaces and equipment to allow for exploration, which further develops their physical skills.

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

The provision is good.

Children are cared for in a safe, secure and well maintained environment. Children are well protected especially at busy periods, such as arrival and departure times because clear and

effective procedures are established to ensure their safety. For example, a member of staff greets the children and parents in reception on arrival and their attendance is recorded in the appropriate room. The identification of any visitors is checked and their presence is recorded with date and time in the visitor's book. Parents are asked to inform the nursery if collection arrangements change, to make sure that children are safe when they leave the setting. These measures effectively enhance the children's security.

Senior staff carry out thorough risk assessments each month on all areas of the provision to identify and minimise any risks to the children's safety. Staff carry out daily visual checks in each room and in the outdoor area to ensure risks are minimised. A head count is taken during the sessions outdoors and the number of children present is recorded as they leave and return to the building. These robust systems, vigilantly carried out by staff, ensure the children's safety.

Indoor space is used effectively so children have room to move around freely and independently. Children use a variety of good quality toys and play materials appropriate to their age and stage of development. They can reach toys and resources easily, as they are organised in low level storage. For example, babies and very young children have access to treasure baskets and older children may choose from stimulating materials stored in drawers and trays. All children enjoy many shared experiences because there is sufficient child height furniture to enable them to sit together comfortably. For example, when playing with a railway layout on a table top, when involved in a cutting out activity and at mealtimes. These measures encourage independence and enhance the children's well-being.

Children are protected due to staff having secure knowledge of the Local Safeguarding Children Board procedures. All staff have attended child protection training and the child protection officer ensures all staff fully understand their roles and responsibilities. Staff are very confident in implementing the procedure should they have any concerns. Regular fire practice ensures that children know what to do in an emergency.

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

The provision is good.

The children are split by age into six groups, each having a separate base room. Babies and toddlers enjoy lots of physical contact with the staff which enables them to feel secure and play contentedly. The quality of younger children's learning experiences is being fostered as staff plan appropriate activities based on the 'Birth to three matters' framework. A lovely activity with the very young children demonstrated their delight at exploring paint with their fingers, the children expressed wonder through their expressions as they felt the paint and mixed the colours with their hands.

Staff recognise young children's competence and appreciate their efforts when they show their understanding of new experiences and words. Children are engaged and enthusiastic and have good levels of concentration as they explore the activities and make choices. Continued praise is given to all children and their achievements are celebrated and shared. This encourages the children to feel confident. All children are making progress as they learn new skills and knowledge such as counting and learning colours and shapes through interaction with staff

during everyday routines. They learn hand to eye co-ordination as they play with bead frames, shakers and small world toys. A small group of young children were challenged and made good progress as they explored textures and learned new vocabulary in a 'What's in the box' game in the excellent sensory room. Another delightful activity involved young children in singing accompanied by staff on guitar. They concentrated, joined in with the song, clapped and laughed as they became involved in choosing the animal noises in the song.

Staff value children's creations, displaying them attractively on wall displays and including them in the individual children's progress files with accompanying photographs. Children independently access a book corner and play imaginatively either in the role play areas or, for example, using construction toys to create a railway track. Staff use effective questioning to extend the children's learning as they play. Most activities are age appropriate and engage children well.

#### Nursery education.

The quality of teaching and learning is good. The children use two rooms, one for four year olds and one for three year olds. Social interaction between the children is fostered as they all take their meals together. Children make good progress towards the early learning goals because staff have a good understanding of the Foundation Stage. Staff have a good knowledge of the children's attainments and use this knowledge to provide challenges and learning in the daily routine. Assessments and observations provide evidence of learning but these assessments are not used effectively when planning activities which means that opportunities to extend individual children's learning are lost. Development records include pieces of work and photographs of children involved in activities and gives a clear picture of children's attainment. Staff encourage conversation and meaningful discussions during activities and at meal times. There is a wide range of activities promoting all areas of learning and most children are motivated, eager to be involved in the choice of activities and enjoy their time in the nursery. Staff encourage children to make decisions and to self-select resources and equipment. Children play independently, explore and have a positive approach to new experiences and are generally well supported by the staff.

Planned activities offer a wide range of practical experiences, which help to develop children's knowledge and understanding. Activities are presented in an interesting, stimulating and thoughtful way. This means children want to learn and participate in all play and learning situations. For example, a small group of children played a 'dancing pens' game where they listened to music, explored their creativity through drawing and talked about events in their lives to the staff. They were engrossed and full of chat and really enjoyed the activity, they learned new vocabulary and were encouraged by sensitive staff intervention. Adult-child interaction is good because most staff use open ended questions, listen and respond to children and meet their needs well. Children listen to stories both individually and as a group. They are encouraged to talk about their own experiences and what they do at home and are able to maintain concentration and sit quietly when appropriate. When listening to the story 'Handa's Surprise', children were involved in learning about fruits and were encouraged to become aware of other cultures and the wider world. Stories are also used well to support children's awareness of simple number operations, for example, counting the fruit on Handa's hat.

Children are beginning to understand the concept of mathematics and can count and recognise colour and shape. Incidental learning opportunities in the daily routine reinforces knowledge of number. However, there are missed opportunities to further develop calculation with the older children.

A good balance of adult-led and child-initiated activities maintains children's interest throughout the day. For example, three year olds work together to make collage shape pictures and use malleable materials such as play dough. All children use marks readily to represent their ideas and older children are beginning to form familiar letters. Children learn how to recognise their names from written cards which form part of the self-registration system. They know their own initials and are delighted to share their skills with visitors pointing out the letter shapes that they recognise. Younger children are encouraged to explore their feelings as they are involved in a planned activity to encourage life skills. They decorated a birthday cake to share with their friends and were able to talk about why it is important to share. Staff ensure children have plenty of opportunities for conversation and discussions, while the less articulate children have good support to help them join in.

Planned activities offer a wide range of practical experiences, which help to develop children's knowledge and understanding of the world. For example, activities where they explore ice cubes in and out of water, investigate the properties of soil as they play with cars and build models with a good choice of recovered materials are enjoyed by the children. However, there are limited opportunities for children to use everyday technology, information and communication technology, and programmable toys which has a negative impact on children's development in this area of learning.

The children's creative development is well supported as there are many good opportunities for children to explore. For example, they use musical instruments to explore sounds and rhythm, and they like to dance to music. They play imaginatively in many different situations, for example, in the home area and in the summerhouse outside. They also use paint, glue and dough to express their ideas. Children make good progress towards the early learning goals.

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

The provision is good.

Children's individual personalities and needs are well known and respected within the setting. The nursery seeks a wide range of information from parents, such as children's special interests and family details. This information is used to ensure that children are cared for by staff who work with parents to meet their individual needs and also ensures that all children are valued and included in the setting. Children's play is supported by a wide range of resources, such as books, dressing-up outfits and dolls which are aimed at promoting positive images of people from a wide range of cultures and abilities. For example, there are pictures promoting positive images of diversity, including disability, around the nursery. Children celebrate festivals from different religions and from around the world, such as Hinamatsuri, Chinese New Year and Christmas and they can also access simple French lessons which promotes their awareness of other cultures. Children with learning difficulties and disabilities are welcomed and are well supported by caring staff.

Parents are invited to read the policies and procedures when their child starts at the setting. However, the current contact number for the regulating body is not available in the policies or displayed on the notice board which means that parents are not given all the information they need and this compromises the children's well-being. All parents spoken to during the inspection had very positive comments about the setting: 'a smashing, friendly place', 'the daily verbal feedback is good', 'helping to settle children is excellent'.

Children behave very well, care for each other and freely share and take turns. For example, when playing a number game the children take turns and follow the simple rules of cooperation, encouraged by staff. They are developing a good understanding of right and wrong and are able to play happily within clearly set boundaries. Children benefit from well planned settling-in procedures which are based around their individual needs; this supports them in the transition between home and the setting. For example, parents and carers are encouraged to stay with their children until they are settled. This helps children to feel secure and confident in the group.

The partnership with parents and carers is good. Parents' views are sought from the onset of care and information given includes details of policies and procedures and the Foundation Stage framework. Parents' evenings every six months help parents and carers to learn about what educational aspects of learning are possible within the setting. Newsletters sent home and notices on the information board keep parents and carers informed about activities within the setting. Parents are always welcome to view policies, progress files or discuss their child's progress. Opportunities to speak to the manager or to the children's key worker exist at each end of the session and staff are eager to do this to further understand their children and to support the family. This enables parents to be involved and enhance their own child's learning. Children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

The premises are well organised and good use is made of the space available, particularly the secure and stimulating outdoor space. All staff, including the domestic staff, work well together and demonstrate enthusiasm for creating a safe and secure learning environment that stimulates children of all ages. Children are well cared for by suitably qualified staff who have been appropriately vetted to ensure that they are suitable and have sufficient skills and knowledge to work with children. Comprehensive policies and procedures are in place, which support the safe and efficient management of the setting. All staff are familiar with their content to ensure children are well cared for. There is a high emphasis on staff training and working with other professionals, such as those from the local authority. As a result, children benefit from practices which are in line with current ideas and legislation.

Effective systems are in place for the recruitment and employment of new staff and an effective induction procedure has been developed which includes health and safety and understanding of the child protection policy. Supernumerary staff can be called on to cover any breaks or absences, these staff are known to the children which minimises disruption. Any unvetted person present is not allowed unsupervised access to the children.

The leadership and management of the nursery education is good. The proprietor, manager and staff work well as a team and share ideas for the future of the setting. They plan together, producing comprehensive long, medium and short term plans and detail the activities weekly. The planning process is currently being reviewed to improve practice. The staff all share responsibility for preparing, resourcing and delivering the planned activities to the children. The manager ensures that the curriculum is balanced and that all children have opportunities in all six areas of learning. All staff members make incidental and planned observations of the children's responses to the activities and use these effectively to monitor children's progress towards the early learning goals. The staff knowledge of the children in their care is good which enables them to effectively challenge the children in their learning. Staff also effectively monitor and evaluate the care and education through monthly staff meetings and have opportunities to exchange information within the team to improve practice.

The space in the nursery is well organised to allow a wide range of activities to be available to children each day, affording them a good choice. Staff deployment ensures that the children are well supported throughout the sessions. The proprietor and manager are keen to provide quality care and education and are committed to training staff to this end. Recent training has included 'Birth to three matters', 'Communication matters' and a 'Personal, social and emotional development' (PSED) programme.

All documentation is in place to support the setting and is regularly reviewed and updated. The documents are stored to ensure confidentiality.

Overall, the provision meets the needs of the range of the children for whom it provides

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

At the last inspection the provision was asked to ensure that hand-washing and drying arrangements were improved to avoid cross-contamination. The practice has been improved by regular monitoring of the bathrooms to include changing the terry towels and by the introduction of paper towels. However, the use of paper towels is inconsistent so cross contamination could occur. They were also asked to improve the behaviour policy statement and the child protection policy statement by identifying the named staff member who is responsible for these issues. These have been implemented, both policies are in place and designated members of staff are named with the relevant responsibility. The nursery was asked to improve toileting arrangements to ensure that the dignity and privacy of children were respected. These issues have been addressed and improvements are in place which benefit the well-being of the children.

### **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

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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):

- implement the improved hand drying arrangements to help prevent cross contamination
- update the complaints procedure and information to parents to include the correct contact details of the regulator.

#### 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):

- develop a range of activities and resources to support the teaching of Information Technology
- continue to improve current assessment and planning systems

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)