

Bumble Bees Day Nursery

Inspection report for early years provision

Unique Reference Number 127061
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Inspector Lesley Anne Cannon

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Type of inspection Integrated

Type of care 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.

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 Nursery was registered in 1989. The nursery is privately owned.

The group has sole use of the Sir Mark Collet Pavilion, in the village of Kemsing, near Sevenoaks, when operating. The group has access to the main playroom, toilets, the upstairs room on occasions, the main hallway and a covered concrete area outside. There is also a kitchen and a small room used for sleeping young children.

The nursery operates for 48 weeks of the year and is open Monday to Friday from 09.00 to 16.00 .

At present there are 24 children on role, four children are receiving funding. There are four who have English as an additional language.

The nursery has a staff team of five. Four of these hold recognised Early Years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with a wide range of activities both inside and outside that promotes their wellbeing. Children have regular opportunity to enjoy a range of physical activities that contribute to their health and develop their physical skills. They are confident when moving around in larger spaces using good co-ordination skills, such as climbing, running, jumping and balancing. There is also opportunity to develop their fine motor skills when pouring sand, cutting out or when painting.

They are learning the importance of personal hygiene through effective daily routines. Staff help children with clear explanations that help children understand that washing hands before eating reduces the risk of passing on germs. Younger children's health needs are protected as staff follow clear procedures when changing younger children's nappies to help prevent cross infection.

Children benefit from healthy snacks, such as fresh fruit, raw vegetables or toast. Staff work with parents to help provide children with a balanced lunch time meal, helping to maintain regular meal times. This is a social occasion for the children where they sit together with staff and share conversation. This helps children develop healthy eating habits from a young age. Children also learn about healthy diets from topics they cover. Children receive plenty of drinks, especially in warm weather.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. They are provided with a safe and well planned environment that enables children to move around freely and independently. The space is organised effectively to allow the children to explore and investigate taking risks while being appropriately supervised. Staff conduct regular risk assessments both indoors and out identifying hazards and ensuring action is taken.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Staff are vigilant and make sure that items with small parts that could cause choking are not accessible to babies and toddlers. The resources are well maintained being checked regularly and broken items discarded. Children benefit from a good range of safety measures, for example socket and radiator covers, and the safe procedures for arrival and departure of children. Staff follow and monitor emergency evacuation procedures, helping children to learn how they can take care of themselves in different situations. There are appropriate procedures in place for uncollected and lost children, and group outings.

Staff have a good understanding of child protection and parents are made aware of the group's responsibilities through the policies and procedures. This helps support children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery. They are familiar with routines and are eager to participate in activities through out the day. Children are motivated and work independently;

they also enjoy participating in small group activities such as board games. All children can move around the environment safely giving them the freedom to play imaginatively with a range of activities such as, construction, painting, role play. However resources in the book corner need to be extended. They enjoy spending time on their chosen activities and concentrate for long periods giving the children a sense of achievement before moving on to the next activity.

Staff are using Birth to three matters to assess the needs of the younger children and focus their planning to ensure resources meet the needs of the children, offering them a variety of experiences and challenges.

Nursery Education

The quality of teaching and learning is good. The staff are qualified and have a good understanding of the Foundation Stage and how children learn. Parents provide a summary of their children's abilities when starting at the nursery enabling staff to assess the children's starting point. Some children have been with the nursery from young babies and staff follow Birth to three matters providing them with an ongoing assessment of the children's abilities. This enables staff to provide a balanced programme that meets their individual needs. The staff work well together maintaining children's records to show progress and how children are provided with the next challenge. They have long and short term plans in place, but recognise these need to be flexible to make time for the children's ideas they bring to the nursery. This enables children to feel involved in the nursery and to contribute to the daily activities.

Children can use numbers in day to day language, for example in the role play or looking at numbers in a book, and using magnetic numbers. Children also take part in planned activities that encourage the use of numbers and letters, such as simple board games. They take part in mini treasure hunts and count the number of items they find. Children's communication skills are stimulated as staff talk with children about activities they are participating, or activities they have planned. The children chat together and encourage young children to be included in games they have made up. They are encouraged to use good manners, asking politely and apologising when appropriate. This is reflected in the children's behaviour as they share tasks and learn to negotiate with their peers. Children are stimulated as they share books with their friends; they handle books confidently and understand that text has meaning.

Children are developing their fine motor skills when using tools such as scissors, colouring pencils, crayons and assorted sized paint brushes. Their coordination and physical skills are extended when using the climbing frame and participating in games in the large hall or outside, however the outside space does not enhance the children's learning. Children's creativity is developed through different media and materials, feeling and working with different textures or making music.

Children frequently talk about their extended family and have contributed to a home made book about their families, children share this book together talking about their family members helping them to learn about their own lives and learn about the lives of others. Staff adapt the conversations to reflect each child's stage of development. This helps them meet the needs of all children including those who have English as an additional language.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and are encouraged to be respectful to others, for example they are polite to each other, waiting to take turns, saying please and thank you appropriately, and developing children's self esteem. Children are made aware of their and other cultures as they celebrate a variety of festivals through planned activities. Children can access a range of resources reflecting other cultures and those in society. This enables children to develop their own understanding of others around them. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from appropriate behaviour management strategies. Children are supported as staff work hard offering praise and encouragement during activities and throughout the day, building on their confidence and giving them a feeling of self-worth. Children understand boundaries and what is expected of them. Staff support younger children encouraging sharing and turn taking and helping to understand right and wrong. Currently there are no children on roll with learning difficulties or disabilities; however the group have had past experience and are knowledgeable about how to support children and their families.

Partnership with parents is good. There is a parents' notice board with information about the Foundation Stage and Birth to three matters. They also have regular news letters with important dates and information on the current theme, helping them to be involved with their children's learning. Care diaries are maintained for young children, ensuring staff can meet individual needs. Parents have access to the children's records are invited to comment on their progress, this enhances children's learning.

Organisation

The organisation is good.

The premises are well organised, making good use of both inside and outside space to maximise play opportunities for the children. The environment is planned well and staff show a clear understanding of their role in supporting children in their play and learning. The children benefit from good adult support, helping them to feel secure and confident. Information kept about children is relevant and helps promote their welfare. Staff understand the need to maintain confidentiality. Regular informal discussions with parents ensure continuity of care for the children.

The leadership and management is good. The staff are qualified and experienced, they have the opportunity for professional development and the management actively encourage staff to attend training. Staff have a clear understanding of the Foundation Stage, the National Standards and Birth to three matters. They have a clear set of policies and procedures which are followed. They hold regular staff meetings to discuss planning and evaluate their practice ensuring they provide a stimulating and well balanced programme for the children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the nursery have updated their accident and medication procedures to ensure continuity of care for the children. Policies for outings, and allegations against staff have been implemented enhancing group procedures. The attendance records have been

improved to show when children are present and staff have updated the children records to enhance individual care.

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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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):

- extend resources available in the book corner to enhance facilities for all ages

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):

- enhance the outside space to include areas 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