

Busy Bees Kids Club & Busy Bees Day Nursery

Inspection report for early years provision

Unique Reference Number	137382
Inspection date	04 October 2007
Inspector	Elizabeth Ellen Mackey
Setting Address	c/o Spitfire Centre, Church Road, Biggin Hill, Kent, TN16 3LD
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Registered person	Tonia Say
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Busy Bee's Kids Club Limited opened in 1975 and is privately owned. The nursery, which extended from a pre-school in 2004, operates from a self contained unit attached to the local youth club. The out of school provision operates from two rooms and a lobby area within the youth club premises. The group is situated in a rural part of the London Borough of Bromley.

A maximum of 30 children may attend the nursery at any one time. The nursery opens from 07:30 until 18:30 each weekday for 51 weeks of the year. The group has a secure enclosed outside play area. There are currently 55 children aged from two to under five years on roll, of these 47 receive funding for nursery education. Children come from the surrounding local area.

A maximum of 26 children under eight years may attend the Kids Club at any one time. In addition there are 24 children over eight years on roll for the after school club. The group opens from 07:30 to 09:00. and 15:00 to 18:00 each weekday during term time. During the school holidays it opens from 08:00 until 18:00 each weekday. The group operates for 51 weeks a year.

There are 14 staff working with the children. Of these, 12, including the registered provider hold an appropriate early years qualification. Two staff are working towards a childcare qualification. The setting employs a cook and a cleaner.

Both groups support children with learning difficulties and/or disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are exceptionally well cared for in a clean and warm environment. They are developing a good understanding of how to follow personal routines, for example, they know when they need to wash their hands and wear aprons. Children settle quickly on arrival and demonstrate they have close bonds with their carers. Children are divided into two groups for part of the day, this works well and gives the children their own space and boundaries. Children enjoy close friendships with one another and are emotionally secure in the setting.

All children benefit from regular fresh air and exercise, which is encouraged in all weathers. The garden is currently being refurbished, however good use is made of available outdoor space and children visit the nearby park daily. Children attending after school enjoy a wide range of physical activities including sports, role play and team games.

Practitioners teach children about hygiene by washing children's hands thoroughly in soapy water. More able children are encouraged to attempt the process without help, this helps to develop their independence. Clear procedures are in place for administering medication and treating injuries. First aid boxes are maintained and all staff have first aid certificates to ensure prompt and effective treatment when required.

The setting employs a cook who provides healthy and varied meals and snacks for all children. She caters for children's individual dietary needs and menus are displayed for parents and carers to see. The nursery also offer parents the choice of providing their own meals and some children bring a healthy packed lunch. The nursery arranged for a dietician to come to a parents meeting to discuss and advise on healthy eating. All children sit sociably together to eat and drink, learning very good table manners from an early age. All practitioners have food hygiene certificates and eating areas are clean and hygienic.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed enthusiastically by practitioners on arrival at the nursery. They are effectively deployed which ensures children's safe arrival and departure. The play areas are organised to promote all areas of learning and children have easy access to all the resources and materials available. Practitioners ensure children's play areas are safe, for example they are mindful of selecting appropriate equipment when the younger children join the older ones at certain times during the day.

Children's safety is promoted well because practitioners are clear about their roles and work to the comprehensive policies and procedures that are in place. Procedures are implemented effectively by practitioners to promote children's safety and welfare, for example, a visit by the fire service is extremely well organised to ensure all children can visit the fire engine safely.

Children follow clear instructions and are familiar with the safety practices in place. On returning to the nursery they line up excitedly but sensibly at the barrier to be counted back in.

Daily risk assessments are in place for outings, for example, prior to visiting the park staff carefully check the area to ensure it is safe. Children regularly practise the fire evacuation procedure so they are aware of what to do in the event of a fire. Children are well supervised at all times.

Records are maintained of visitors to the setting. Children are safeguarded from abuse or neglect because practitioners have a sound understanding of their role and responsibilities in child protection. The staff team recently updated child protection training.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children flourish and are extremely confident within the setting. They benefit from close bonds with consistent members of staff who are exceptionally committed to their job. Children are supported by staff who plan sensitively towards their individual needs. Children show excitement and interest on seeing the resources available and when talking about the activities planned for the day. For example all the children are excited at the arrival of the music man who holds a music session every week. This gives children opportunities to listen and respond to music and explore different instruments. All children engage in this activity fully. They are dancing, singing clapping and encouraged by practitioners who join in wholeheartedly.

Children benefit from the exceptional range of creative activities. In addition to resources available inside there are a range of resources available outside. The nursery operate a free flow system which gives children the choice of what they want to do. The children can choose their resources and clearly enjoy the independence this gives them. Children initiate their own make-believe play and due to the accessibility of resources and well thought out play areas they are able to develop their play. Practitioners are inventive in their planning; for example for the theme 'people who help us' one area is made into a fire station. The role play area includes a fire fighters pole and an area for them to sleep and eat. The children are engrossed in pretending they are fire fighters who are just getting ready to go in their fire engine. They share ideas of how to develop the game and are welcoming and directive to other children joining in. Children participate enthusiastically when making their junk models. Practitioners engage children in lively conversation about their project and children are confident when talking about their models.

Nursery Education

Children are very confident, interested and able to work on their own in activities such as drawing, junk modelling, clay and looking at books. They have good opportunities to explore their senses through music and the varied range of craft activities. All children are eager to learn and are self-assured in their play, which provides them with the confidence to try new experiences. Practitioners are effective and have good knowledge of the children and their individual needs and abilities. Children receive ample praise in their work and play which promotes their self-esteem and confidence. They show a well developed self-respect for others in the setting.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage. This means children are making very good progress towards the early learning goals.

The observations staff make of the children's development are focussed and help to build a picture of the progress being made. Practitioners are skilled at extending children's learning, for example, taking the children on trips to the dentist, to the clinic and arranging for people to come and talk to the children. Visitors to the setting include the police, ambulance service and the fire brigade. These visits were carefully planned to support the theme of 'people who help us'.

Children are eager to learn and move freely from one area to another. Children show interest in counting and measuring. They enjoy number rhymes and songs and have experienced taking measurements of different things including their own measurements. Some children confidently count up to 20. Many of the children can clearly write their name and all understand that print carries meaning. Children are proud of their work and some label their artwork when they have made their picture.

There are good opportunities for children to experience activities related to design and technology. They confidently use a range of resources, such as scissors, paintbrushes and glue sticks which they use to make their models. Children show real interest in the natural world, for example, a child gets the magnifying viewer when she finds items have been added to the interest table. It is an array of different items including a large onion, flowers, leaves and vegetables. As she explores with the magnifier a practitioner encourages her to use other senses as well to explore the items by touching and smelling.

Children enjoy good friendships and they demonstrate consideration for one another, for example helping each other in play. Children share well and are able to take turns. Children demonstrate a sense of belonging; they are happy and occupied.

Helping children make a positive contribution

The provision is good.

Children's individual needs are promoted well by practitioners; they are extremely valued and respected. They have access to a meaningful range of resources and activities which promote a positive view of the wider world and increase their awareness of diversity, such as books, puzzles, posters and dressing up clothes.

Children are developing self-confidence because practitioners pay attention to what they say, for example a child brings in a picture from home and she has written her name on it. She is immensely proud of this and shares it with several members of staff. All praise her and tell her how clever she is, she beams with delight. One practitioner asks what she would like to do with it. She says she would like it put on the wall and they do this together. As they do so they talk about the picture and the letters in the child's name. The child clearly feels a sense of achievement and the input of the practitioner strengthens the link for her between the nursery and home.

Children are very well behaved and display a positive approach to learning. They share good relationships with each other. Practitioners are positive role models, they are enthusiastic and kind. They use consistent strategies, such as rewarding and praising children for good behaviour. This helps the children to understand responsible behaviour and work harmoniously with each other. Children's spiritual, moral, social and cultural development is fostered.

Parents receive written information about the nursery and access policies and procedures. Parents' wishes regarding the care that their children receive are respected, thereby providing consistency and continuity of care for children.

The partnership with parents and carers of children in receipt of nursery education funding is good. Parents are informed about their children's progress through daily discussions and parents evenings. Written information is provided for parents about the Foundation Stage curriculum. Parents are encouraged to contribute to their children's learning, however this does not happen at the initial stages. Therefore a clear baseline assessment of children's starting points is not obtained.

Organisation

The organisation is good.

Both the nursery and out of school club are very well organised. The registered provider and managers have a very clear understanding of their roles and responsibilities and lead the staff team very efficiently. Recruitment procedures are in place, however they are not rigorous enough and a recommendation is made to ensure they are robust.

The leadership and management for nursery education is good. The management team provide a very good range of resources and they consistently identify and plan exciting activities to support planned themes. This enables practitioners to provide exciting learning experiences and challenges for children. Good systems are in place to monitor the quality of teaching including regular team meetings. It is further enhanced by managers having a hands on approach. Children's individual profiles identify the progress being made by the children, however it does not document from parents information regarding children's development at the start of their placement.

Practitioners demonstrate a good knowledge and understanding of the National Standards, Foundation Stage of learning and Birth to three matters framework, which they are committed to applying throughout the nursery. The staff team work extremely well together. They are an established staff team and this is evident in how well the setting operates. Practitioners are very motivated and keen to develop their skills through further training. Children are having lots of fun as they learn and develop. Both the management and staff have worked extremely hard since the last inspection to improve the services, this includes participating in quality assurance schemes for early years settings. The day nursery is partaking in the quality in learning and teaching scheme (QUILT) and the out of school provision has been assessed and accredited by London Play. This demonstrates the settings commitment to providing a quality service and constantly assessing the work they do.

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

Improvements since the last inspection

At the last inspection the provider was asked to ensure that the mini bus policy was reviewed and updated in line with guidance. A clear system is now in place to ensure details of the mini-bus and its drivers are maintained. The provider was also asked to help children improve their skills and develop their independence at mealtimes. The provider reviewed the lunchtime arrangements and the current arrangements enable children to develop their self help skills thus encouraging independence. Mealtimes are a nice social occasion.

At the last education inspection the provider agreed to review the written information given to parents so that it is clearly presented. This has been put into practice and parents are provided with clear information about the service provided and how their children are progressing.

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):

- improve recruitment procedures to ensure they are robust

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):

- extend the information obtained from parents to form an initial profile of children's starting points

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