

Busy Bees at Lostock Hall

Inspection report for early years provision

Unique Reference Number	309354
Inspection date	12 September 2007
Inspector	Ann Bamford
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Registered person	Busy Bees Nurseries Ltd
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?

The setting is part of a chain of day care facilities located across various parts of the North West region of England. Busy Bees Lostock Hall has been registered since 1998 and since 2006 under its present ownership. It provides full day care and education for 39 children aged between three months and five years. Care is available each weekday between 07.30 and 18.00, with the exception of bank holidays.

Children have use of a baby unit, a large playroom for children aged under three and a pre-school unit. There are integral toilets, kitchen and two outdoor play areas. Children use each of the outdoor areas on a planned basis.

There is a staff team of 11. A full time nursery manager works alongside her staff team of nine Nursery Nurses. Five staff are qualified to Level 3 in Early years childcare and education. One member of staff is working towards the Level 3 award. Five staff work on a full time basis. A cook and cleaner each work daily on a part time basis.

At the time of inspection there were 46 children on roll, 20 of whom were in receipt of a Nursery Education grant. The setting supports children with additional needs but has currently no

children on roll who have English as an additional language. The setting enjoys support from the Local Authority Early years team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting is clean and usually has effective processes in place to ensure that this remains so. However, children are at risk of cross infection as the toilet area has ongoing maintenance difficulties and the pre-school area is not consistently clean. Children are actively involved in routines. They are developing strong skills in keeping the environment clean as they clean up after snack time. Staff pass their sound knowledge of good hygiene practice onto children in words of encouragement and praise. This increases children's self-confidence to do the job well.

Children's continued good health is enhanced as the setting works very effectively to find out about children's individual health needs from parents. The individual plans for helping children with allergies or asthma are very creative and supportive of children's individual needs. Children's access to other health professionals, such as a dentist is greatly improved by the settings imaginative approach by having visits from local practitioners.

There are policies and procedure in place to ensure that staff have appropriate and current training on first aid and administration of specific medication. Staff knowledge of health issues, such as childhood asthma and other illnesses contribute to the settings overall commitment to ensuring that children have enhanced good health.

Children are nourished very effectively as the staff make excellent use of meal and snack time to encourage children to eat healthily. Children have access to five portions of fruit per day and they really enjoy the range available to them. Older children select the fruit laid out for them to eat through the day at the time they wish. All children eat the fruit provided. Children are developing a really good awareness of healthy bodies as they talk about germs, and how both good food and exercise affects their bodies.

Children enjoy physical activity as they balance, hop and kick, using some large equipment, such as a balancing beam and footballs. They work effectively and collaboratively to build a large walkway which requires balance and manipulative skills. However, children have limited use of bikes and climbing equipment which meets older children's needs which inhibits the meeting of some children's needs in relation to skill development in this area. Children can rest or sleep in line with their individual needs as they snuggle up on cushions or use the book area to sit quietly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very safe in the setting. There are very robust procedures in place to ensure that this remains so at all times. Policies and procedures for ensuring that adults who have access to children are suitable, are followed with attention to detail. Staff are highly competent at risk assessment and their confidence to explain clearly what they are doing to children enhances children's safety significantly. Children are developing a sophisticated ability to keep themselves and others safe in the centre as they tidy away equipment, clear up spilt pasta and go and get

an apron to protect their clothing. All children are developing confidence to identify risks and the ability to take steps to reduce them with increasing independence.

The setting has developed use of support systems of ancillary and maintenance workers to enhance the safety of children. The setting has access to a network of maintenance and other ancillary staff in order to ensure that children remain safe from hazards whilst care is offered. For example, any defects to the outdoor play area are dealt with swiftly and efficiently.

Children confidently use a wide range of suitable and very safe equipment as staff plan the layout of the room extremely carefully to allow children to move freely. Staff's constant attention to the safety of the room and equipment ensures that children remain entirely safe when engaged in play outdoors and indoors. Older children teach younger children how to keep themselves safe in a delightfully caring and knowledgeable manner. For example, they hold hands and tell each other to move carefully to avoid falling or support each other walking across beams describing what they are doing to stay safe.

Children are well protected by staff's deeply embedded knowledge and understanding of their role in safeguarding children. This is enhanced further by all staff members strong knowledge of the procedure and confidence to act in the event of a concern about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop confidence and self-esteem as they choose their own activities. The setting plans to encourage children to do things for themselves. In the baby room they are encouraged to explore the large well ordered room with increasing confidence. In the toddler room children explore a wide range of activities and are encouraged to try activities, such as painting at an easel at a very early stage. In the pre-school room children register themselves and select their own activity before being assembled for circle time. Children know the routine and develop the confidence to operate successfully in it with decreasing support from adults. Children's success at doing this enhances their skills as competent learners as they organise themselves.

Children are purposefully engaged in activity throughout the whole of their time spent in the setting. Staff organise the environment and equipment in a way which allows children to take responsibility for their learning. All equipment is stored in a way that can be accessed by children allowing them to change activities or equipment as they wish.

Staff involve children fully in the setting. Children are actively encouraged to have an input into planning what topics will be covered, what equipment will be needed and how each session will be ordered. As a result of this, children 'own' the environment and are active in ensuring that the room and equipment are treated with care.

Nursery Education.

The quality of teaching and learning is good. All staff have a strong understanding of the Foundation Stage and are using their knowledge to further develop each other. Comprehensive planning, which covers all areas of learning, is linked to children's next steps in their learning. Differentiation is routinely planned to provide additional challenge to individual children as well as excitement to the group. Assessments of children's learning securely derive from observations of children's achievements linked to the stepping stones of progress. There are strong records to support this. The planning of the environment and use of some innovative

organisation assists teaching and children's learning, making every area accessible and meaningful to children. For example, all equipment in the setting is stored at child height meaning children can choose equipment they think will contribute to topics.

Children are becoming confident communicators and readily ask questions of visitors. Many are beginning to ascribe meaning to marks and listen to stories with interest and understanding. Their creativity is developing well as they join in songs, or sing full songs unaided. They use imagination along a theme for example, playing shop and being customers using weighing scales for a variety of objects. All children are happy and settled in the centre, they separate well from parents or carers. They are developing friendships. Children are developing the concept of numbers being less or more than as they put out plates at snack time. They are starting to use positional language in their play and can tell which child is the biggest and smallest with accuracy. Children show natural curiosity and begin to use tools, such as weighing scales or sweeping brushes for a purpose, however they have limited access to information technology equipment and this limits their development in using equipment, such as a computer.

Helping children make a positive contribution

The provision is good.

All children and their parents receive a very warm welcome into the nursery. Older children have a clear sense of belonging as they identify their own shape and peg on which to hang their coat. Younger children have designated areas for their belongings. Staff in the centre work hard to encourage children to do things for themselves, they ensure that aprons are easily accessible, that coats are put on before help is given with zips and that children put on their own shoes. Children have access to a wide range of opportunities, which encourages their understanding of diversity, for example, play with multi-cultural dolls and clothes, kitchen utensils, books and jigsaws. Many planned activities are provided, linked to both children's own customs and those of the wider community. Children are developing a very strong understanding of the world they live in as they have themed activities covering countries, such as Japan or Russia in addition to covering a wide variety of festivals.

There is a robust policy for meeting additional needs. Although the setting had no children on roll at the time of inspection who were identified as having individual needs, children are seen as all having individual needs. Staff attend training regularly to ensure that they have knowledge and understanding of how to meet individual needs as they arise.

Children behave very well. They are developing strong strategies for making friendships, taking turns and settling disputes as staff are excellent role models who regularly talk about being kind to each other and their own feelings. Children are given skilful individual support to succeed in situations that they find difficult, such as circle time. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are welcomed into the setting on every level. There is a range of very high quality information that is offered to parents in a variety of ways. Information on how care and education is provided is of a high standard and is given to parents in written form as well as by talking directly to them. All policies and procedures are available at all times and the format for complaints, comments and compliments is transparent and available for any parent to look at any time. Parents are well involved in their child's learning in the setting as they use their child's journal to tell staff what children have been doing at home and how outings at weekends have linked in with what is happening at nursery. Parents speak highly of the settings provision of care and education to their children.

Organisation

The organisation is good.

Effective recruitment procedures mean that safe, suitable practitioners work with the children. The mainly qualified staff team make good use of opportunities for continuous professional development which enhances children's care and learning. For example, staff have attended induction training and training in relation to the Foundation Stage curriculum, health and safety and safeguarding children. Training is planned to ensure that any requiring updating, such as first aid, is done in a timely fashion. Staff are very well deployed according to their skills and experience. Records in the setting positively support safe care of children. They were all current and available for inspection. There are robust procedures in place for sharing records with parents.

Leadership and management is good. A strong leadership team with defined roles and responsibilities has effectively supported staff and children through a period of change, as the setting had recently undergone a change of manager. The setting has good systems for managing difficulties before they have an impact on children, for example, an additional senior worker is in the setting to support the manager through her first inspection or a cook drafted from another nursery when their cook is ill. Staff are well supported through both formal and informal meetings. The clear focus of these ensure that staff develop enhanced skills in helping children make effective progress in each area of development. There is a clear vision for the future, which is rooted in the setting's commitment to efficient working and to developing quality practice. The manager has a clear understanding of the setting's strengths and areas for future improvement.

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 it was recommended that the setting ensured that drinks were readily available to children and that a number of minor changes were made to the way records on staff were held. Since that time the setting has ensured that drinks are laid out for children to select as they wish in each area of the nursery. Children readily get their own drinks in both the toddler and pre-school areas of the setting. A number of changes have been made to how records regarding safe recruitment of staff are held, meaning that these records are now easily accessible. Each of these actions have increased the safety and care of 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.

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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):

- continue to develop frameworks to ensure that the setting is clean and well maintained
- continue to develop opportunities for older children to use equipment which provides sufficient challenge to meet their developmental needs (this applies to nursery education also)

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 to develop opportunities for children to acquire technology skills

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