

# Busy Little Bees

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY218007
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Myra Lewis
<b>Setting Address</b>	34 Sheaf Lane, Sheldon, Birmingham, B26 3HD
<b>Telephone number</b>	01217432828
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<b>Registered person</b>	Busy Little Bees
<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 Little Bees Nursery is one of three privately owned nurseries. It opened in 2002 in the Sheldon area of Birmingham. It serves the local and surrounding areas. Childcare facilities are based on the ground floor, which is divided into two main rooms. There is parking at the front of the building and there is a fully enclosed garden available for outside play.

There are currently 45 children from 0 to five years on roll. Of these, 14 receive funding for nursery education. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language. The setting is open five days a week from 08:00-18:00, excluding bank holidays and a brief shut down between Christmas and the New Year.

There are eight members of staff who work with the children. Over half the staff have early years qualifications. There are two members of staff who are working towards a recognised early years qualification. The setting receives support from the local authority and is a member of the National Day Nurseries Association and the Pre-school Learning Alliance. The setting achieved a Gold award for Quality Assurance in 2005.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is positively promoted because staff follow agreed routines to prevent the spread of infection. Children learn the importance of good hygiene practices through established daily routines. They are confident and independent in managing their personal care needs and show a clear understanding of the nursery routines. They wash their hands competently after toileting and before eating. Young children receive appropriate support from staff. Suitable nappy changing facilities are available in each room. Staff provide children with individual attention and meet their needs effectively. There are good levels of hygiene throughout the nursery because staff understand their roles and responsibilities to minimise the spread of infection.

Children's health is further safeguarded because staff have a relevant understanding of first aid and hold appropriate first aid qualifications. Records of all minor accidents and medicines given to children are accurately recorded and acknowledged by parents. A clear sickness policy is openly shared with all parents, therefore prompt action is taken if children are ill. There is a well-stocked first aid box that is checked at regular intervals.

Children enjoy daily outdoor play activities. They develop control of their bodies through activities, for example, using climbing apparatus, balancing on stilts, using wheeled toys and learning to use a bat and ball which helps develop their co-ordination skills. Children have easy access to an appropriate selection of outside toys and resources. Children show a good awareness of the importance to protect their skin from the effects of sunlight. They are able to recognise changes to their bodies when active. Therefore, children play safely and benefit from being in the fresh air, contributing to their good health.

Children's individual dietary requirements are discussed and agreed with parents. Children's meals are provided by external caterers who strive to provide nutritious well-balanced meals using organic produce. Staff consult and respect the wishes of parents. Recent changes to the menus were made following suggestions from parents. Staff are aware of children's individual likes, dislikes and preferences. Children are actively encouraged to develop their independence as they serve their own meals, pour their own drinks and clear away after lunch with good support from staff when needed. Children sit together and learn good manners. Staff help reinforce children's understanding of healthy foods through the provision of healthy snacks, such as, raisins, cereal bars, bread sticks, and raw vegetables. Planned activities and discussions with staff ensure children learn about healthy eating. For example, staff talk to the children about the fruit and vegetables they eat, and use picture symbols which are displayed on the door. Therefore, children learn the importance of having five portions of fruit and vegetables each day to promote their good health.

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

The provision is good.

Children are cared for in a safe and secure environment. They move freely and independently around the play room and can easily access the broad range of well-maintained resources. The rooms are divided into different areas of learning and to provide children with active and quiet play opportunities. All toys, resources and equipment are safe, suitable for their purpose and meet safety standards. Positive images of diversity are clearly reflected around the setting,

through toys, books, dual language labels and posters. Staff check toys and resources as a matter of routine. Any broken toys or equipment are taken out of use. They follow the setting's health and safety procedures to positively protect children's well-being.

Staff conduct regular risk assessments of all areas and take prompt action to minimise the risks to children's safety. Effective procedures are followed by all staff and parents to ensure the safe arrival and collection of children is maintained. They learn about safe practices through activities and discussion with staff who reinforce safety messages. For example, visits from the fire service help reinforce children's understanding. Children learn to play safely and understand the rules in place to keep them safe. They learn the importance of not running whilst inside in case they fall. They play an active part in tidying away toys to prevent accidents.

Children's welfare is further protected because staff have an appropriate understanding of their role and responsibilities with regard to child protection. Staff follow agreed procedures and know who to contact should they be concerned.

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

The provision is good.

Children enjoy all aspects of their play environment. They are eager to learn and participate in a broad and varied range of stimulating activities made available to them. Staff use the 'Birth to three matters' framework to plan age-appropriate activities which support young children's learning effectively. Children participate in a wide variety of activities, such as, water or sand play, puzzles, threading, build and construct using various resources and programmable toys that stimulate their curiosity. All of which are made easily accessible. The play rooms are set out well to provide children with every opportunity to make independent choices about their play. However, the organisation of routine changes does not always support the individual needs of children which interrupts their play and impacts on some aspects of their learning.

Young children form trusting relationships with staff and receive lots of positive interaction and relationships are good. Children's work is displayed around the play rooms which helps build their self-esteem and sense of belonging effectively. Babies receive individual attention from staff who spend their time holding, talking and playing with them to stimulate their learning and development.

### **Nursery Education**

The quality of teaching and learning is good. Staff work well as a team to plan a good variety of play opportunities for children which cover all areas of their learning. The environment is well-organised and children move freely and independently around the playroom and can choose from a wide range of accessible toys and resources. Planning is clearly linked to the Foundation Stage curriculum and regular staff meetings ensure children's learning needs are discussed and met appropriately. However, plans do not clearly reflect the different challenges and learning intentions for young children and the older, more able child, which impacts on some aspects of their learning. Staff have responsibility for a key work group of children. They observe and monitor children's learning and use assessments effectively to evaluate children's progress. The information gained is used to inform future plans.

Children are keen and interested in their play activities. There is a good balance of adult and child initiated play activities made available to them. They become fully engaged in their chosen activities and persevere with tasks. For example, children write individual letters and put in

envelopes, make patterns using coloured dots which reflect their own ideas and free expression. Children's independence is strongly supported. Children manage their self-care skills very well and manage their personal needs competently. They are actively encouraged to make independent choices.

Children engage easily in conversations with others and talk confidently about past and present events in their lives. Staff use constructive questions effectively to promote children's thinking. Children respond well to familiar stories, such as, 'The three bears' and 'The three little pigs' where their understanding is supported through effective use of 'story sacs'. Children have many opportunities to practise their early writing skills because they have easy access to a variety of writing materials. Good use is made of the daily routines to reinforce their letter and number recognition. Staff encourage them to label their own pictures and display their own work on the wall. This helps build children's self-esteem positively.

Children's mathematical understanding is developing well because staff provide children with opportunities that help them learn to count, sort, match and sequence. For example, sorting and matching different coloured figures, singing number songs, such as, 'ten little fingers'. At circle time children are divided into age-appropriate groups to talk about the date, days of the week and the weather. They talk about size and shapes in their environment. Children handle a range of tools to make or build objects. They have easy access to a computer to develop their understanding of technology. They learn to use the 'mouse' with increasing skill and competence.

Children enjoy a wide range of craft activities. For example, junk modelling, free style painting and collage pictures. They develop their imagination in the role play and outside play area. For example, children participate in games of hide and seek, where they take turns to hide objects for each other to find. This is well supported by staff. Children join in singing songs they have learned with enthusiasm and use sign language that they have learnt while they sing. They particularly like the song 'When you greet your friends' where they have learnt to say hello in other languages. Therefore, children's learning is strongly supported and they make good progress in their overall development.

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

The provision is good.

Children's confidence and self-esteem is effectively promoted. They are treated with equal concern and develop caring and trusting relationships with staff. Children have equal access to all toys and resources regardless of their ability, gender or background. Their individual needs are discussed and agreed with parents in detail. Any specific requirements are shared openly and the needs of children are recognised and acknowledged.

Children's behaviour is effectively managed because staff use consistent strategies to promote good standards of behaviour and have high expectations of children's behaviour. Children learn to share, take turns and be responsible for their own behaviour and the consequences of their actions. They respond well to praise and encouragement and their behaviour is good. Staff act as positive role models and are consistent in their approach. Parents are fully aware of the setting's behaviour management policy.

Children's spiritual, moral, social and cultural development is fostered. Children are learning to develop caring attitudes towards other children and adults. They are confident in making their needs known and in sharing their views with others. They learn about their own culture and those of others through planned activities, discussion and celebrations of different lifestyles.

Partnership with parents is good. Staff and parents work closely together to meet the individual needs of all children in attendance. All parents know their child's key worker and have informal contact with them at the beginning and end of each day to share information about their children's activities and achievements. Information is shared openly, there are regular newsletters and additional information is clearly displayed.

The partnership with parents and carers regarding nursery education is good. Parents are actively encouraged to share what they know about their children and discuss their progress on an ongoing basis. However, they receive limited information regarding the educational programme and are not involved in identifying children's starting point of learning which potentially hinders their ongoing progress.

## **Organisation**

The organisation is good.

Children are well supported through effective staff deployment and consistent daily routines that take account of children's individual care needs. All legally required documentation is in place and stored securely. Policies and procedures are clear and well presented and made available to all parents and information is displayed. There are effective recruitment and selection procedures in place to ensure staff are suitably vetted. However, the current system is not sufficiently robust which potentially compromises children's safety.

The leadership and management of nursery education is good. The manager works directly with the children and works closely with staff to plan a broad range of stimulating activities to ensure children's learning is well supported and their progress is monitored effectively. Activities are relevant to children's developmental needs and show a good variety demonstrated through lots of good photographic evidence. Staff have a clear understanding of their individual roles and responsibilities and have access to further training to develop their knowledge and skills to benefit the children in their care. The manager and staff meet regularly and are committed to ongoing improvement. Support from the local authority is welcomed in the further development of the educational programme.

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

## **Improvements since the last inspection**

At the last inspection the setting were asked to: ensure child and adult attendance records are accurately maintained; ensure fire exits are clearly marked, and to make the outdoor area safe and secure.

In response to the recommendations made the setting has reviewed and improved children and staff attendance records. Individual record sheets are used to record attendance, accurately recording their times of arrival and departure. All fire exits have been clearly marked with appropriate signs. Mesh fencing has been fitted along the gaps in hedges to secure the outdoor area. Staff carry out daily checks to ensure the garden is safe and free from hazards.

## **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 further action 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

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 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):

- review and improve the vetting procedures
- Consider ways to improve the organisation of routine changes so that all children's needs are supported more effectively

#### 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):

- Ensure weekly plans clearly reflect the different challenges and learning intentions for young children and the older, more able child
- Consider further ways to involve parents in their children's early education and ensure children's starting point of learning is clearly identified.

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)