

# Busy Little Bees Nursery

Inspection report for early years provision

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**Unique Reference Number** EY279384  
**Inspection date** 13 November 2007  
**Inspector** Carol Johnson

**Setting Address** 1493 Stratford Road, Hall Green, Birmingham, West Midlands, B28 9HT

**Telephone number**

**E-mail**

**Registered person** Jacqueline Porteous

**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](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 (Hall Green) Day Nursery is one of three privately owned nurseries. It opened in June 2004 and operates from a detached house in the Hall Green area of Birmingham. The nursery has four main care rooms. The baby unit is situated on the first floor, with a small transitional room on the ground floor. The children aged two to four years are cared for on the ground floor. There is parking at the front of the building and there is a fully enclosed garden available for outside play. A maximum of 37 children may attend the nursery at any one time. The nursery opens each weekday, excluding bank holidays and a brief shut down between Christmas and the New Year. Sessions are from 08.00 until 18.00. Children attend for a variety of sessions.

There are currently 90 children from five months to four years on roll. Of these, nine children receive funding for early education. The nursery serves the local area. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 10 members of staff, who work directly with the children. All hold appropriate early years qualifications. The nursery receives support from the local authority and the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are effectively protected from the spread of infection because they are cared for in a clean and healthy environment. All areas of the premises and resources are cleaned on a regular basis and thorough nappy changing procedures are followed. Staff members are good role models and ensure that children follow good hygiene procedures. They teach children to wash their hands properly and older children are developing independence with regards to personal care. They understand when and why they need to wash their hands and they independently use tissues to wipe their own noses.

Children benefit, in the event of illness or a medical emergency, from the well-stocked and easily accessible first aid supplies and the high number of staff who have attended first aid training. Staff members have also attended a range of additional training to provide further protection to children's health. For example, they have attended sessions that help them to deal with children who have asthma or may suffer from convulsions. A clear and shared written sickness policy makes sure that parents are aware of the setting's health procedures. Documentation to ensure that children's health details are appropriately exchanged is generally maintained well. However, some accident records have not been signed by parents and this potentially compromises children's health.

Children's dietary needs are well met because they are offered a wide range of healthy and nutritious meals and snacks. Parents provide food for children under the age of two years and this ensures that it is in line with children's individual requirements. Parents of older children can opt to pay for meals that are prepared by outside caterers and brought into the nursery on a daily basis. Menus are thoughtfully devised and always include a vegetarian option. Portion sizes are generous and food is attractively presented. All staff members are aware of any special dietary requirements and those serving food wear disposable aprons. Meal times are well-organised and staff sit with children and actively encourage social skills, table manners and discussion around healthy eating. Children are not at risk from dehydration because drinks are easily accessible and regularly offered.

All children in the setting benefit from regular physical play and exercise that helps to develop their muscles, co-ordination and confidence. A fully enclosed garden is available and children play out in all weather conditions. There is sufficient space for children to run about, enjoy fresh air and generally let off steam. Resources to support children's physical play are plentiful and easily accessible. For example, children can choose to play with wheeled toys, climbing apparatus and a variety of bats and balls. Younger children are able to rest, eat and sleep according to their needs because staff talk to parents about home routines and try and meet children's individual requirements. Information, regarding children's general health, routines and food intake, is shared on a daily basis and this helps to ensure consistency of care and adds to children's emotional well-being.

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

The provision is good.

Children benefit from the provision's bright and welcoming premises. Space is thoughtfully arranged to provide different areas for rest and play. Resources throughout the nursery are plentiful and staff ensure that they are safe, suitable and developmentally appropriate for the children in their care. Children's independence is actively promoted as a wide selection of toys is safely stored where it is easily accessible.

Children are cared for in a safe environment because a range of steps are in place to reduce potential risks to their safety. An intercom at the main door and the presence of closed circuit television increases the security and safety for children both inside and out. Children are only released into the care of known individuals. Children are well protected in the event of a fire or the need to evacuate the premises because emergency exits are kept clear and appropriate, and well-maintained fire safety equipment is in place. Children and all adults in the setting are given regular opportunities to practise procedures for the emergency evacuation of the building and staff are clear with regards to their individual and collective roles and responsibilities.

Staff conduct formal, twice-yearly, risk assessments of all areas and staff routinely check the premises and resources as a matter of daily routine. Staff are vigilant about children's safety and encourage children to follow safe practices, for example, they ask them to push chairs in towards the table so they are not in the way of others and they actively involve them in helping to tidy away toys. Staff consider safety issues when planning children's activities and experiences, for example, outings and animals being brought into the setting. However, children's safety is at potential risk because current risk assessment systems do not ensure that all potential hazards are identified and minimised. Through discussion, management demonstrate that they are aware that there is a need for risk assessment training and this has already been arranged for the member of staff with designated responsibility for health and safety issues.

Children's welfare is effectively protected by a staff team who demonstrate a good awareness of child protection issues. They are able to identify possible signs and symptoms of abuse and confidently describe appropriate recording and reporting procedures. They know that their first priority is children's safety and children are not left unsupervised with persons who have not been appropriately vetted.

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

The provision is good.

Children are happy and eager to participate and learn. They enjoy a good balance of spontaneous and carefully planned activities that help to improve their all-round development. Staff demonstrate a caring nature and a good knowledge of individual children. They regularly observe children to assess their needs and help inform future planning. Photographs are extensively used and these along with displays of children's work provide an attractive visual image of children's experiences and achievements. Children's 'Wow!' moments are recorded on 'post-it' notes and these are shared with parents. Well-maintained individual daily diaries encourage two-way communication and ensure consistency of care for children.

Children are able to choose from a large selection of good quality toys and equipment that help to support their play and learning. Resources are attractively presented and are available to suit all the different ages and abilities. Children are able to make choices because staff

encourage their independence, and some low-level storage offers children regular opportunities to freely select resources, for example, books, role play items and construction toys.

Children are generally settled and are at ease to go to staff for comfort, support and reassurance. They have regular opportunities to mix with other staff and children within the setting. This positively enhances their emotional well-being as children get to know all the staff and can meet up with their siblings and friends. Children are confident and happily interact with adults and each other. Staff spend time talking to children and show interest in what they have to say. They communicate clearly with the children; they ask questions to extend their learning and patiently wait for responses. With younger children they acknowledge their attempts at communication and respond to their non-verbal communication and gestures appropriately. Efforts are greeted with praise and smiles.

#### Nursery education

The quality of teaching and learning is good. Through discussion staff demonstrate a good knowledge and understanding of the Foundation Stage. They carefully plan a range of exciting and developmentally appropriate experiences that help children progress along the stepping stones towards the early learning goals. Staff members confidently describe why they have chosen particular activities and what they hope children will learn from them. They receive general information from parents about their children and use this information, along with their own observations and assessments, to plan and adapt activities to reflect children's interests and abilities. Written plans are displayed to inform both parents and staff and they include information about the learning intentions for focussed activities. However, children may not be sufficiently challenged or supported as limited information is obtained from parents about what children already know and can do, and written plans do not clearly indicate the different challenges and learning intentions for individual children. Staff evaluate planned focus activities and record observations of children's learning and enjoyment but this information is general and provides limited information to contribute to assessments and future planning.

Children are settled and know routines well. They participate in activities with enthusiasm and respond positively to staff requests, for example, to help tidy up. Children initiate interactions with their peers and adults and eagerly seek out others to join in their play. They chat during play and talk about what they are doing and about things that interest them. Staff spend most of their time working directly with the children and effectively guide and support their learning. They demonstrate an understanding of when to intervene in children's play and conversations, and when it is more beneficial to stand back and allow them to explore and learn independently.

Children are having fun and enjoy listening to stories and singing songs. Many are eager to stand up in front of the others and sing a favourite song or nursery rhyme. They listen to music from around the world, dance and make sounds with a variety of musical instruments. Children show an interest in reading and they look at books both independently and with staff. More able children are invited to read stories to others. Children show an active interest in technology. They independently use a computer and most demonstrate good control of the mouse. Children move the mouse purposefully to follow the computer's instructions and they select the different games that they wish to play.

Children are encouraged to write because writing materials are easily accessible and planned activities are used to give children plenty of practise at holding and using a range of writing implements, for example, pencils, crayons and wipe board markers. Children demonstrate developing pencil control and more able children can write some words, including their own

name. Spontaneous and planned activities are used on a regular basis to help children develop an interest in numbers and counting. For example, children count the number of chairs around the table at meal times and understand the concept of one more or less. They talk about numbers frequently during their play and understand how many children are allowed at a certain activity.

Children enjoy imaginary play activities and the role play area is set up by staff to act as a stimulus for children's imagination. For example, it has been a restaurant where children took orders and wrote menus and it has been a house where children have acted out familiar scenes experienced at home. However, this area is not used to its full potential and resources that encourage children to use numbers in their role play and read and write for a purpose are not fully exploited. Children's creative experiences are enhanced because staff provide an environment that is rich and stimulating. They are given time and space to express themselves and a range of craft materials are easily accessible and frequently used. Children demonstrate developing physical skills. Children pedal bikes with confidence and are able to negotiate an appropriate pathway when walking, running and using wheeled toys. Games are used to encourage children to follow simple instructions and move different parts of their bodies.

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

The provision is good.

Self-esteem is flourishing in an environment where children are warmly welcomed and individuality is recognised and celebrated. Staff have a clear understanding of equal opportunities and implement the setting's policies effectively. They take time and make the effort to get to know children and their families and familiar experiences, interests and needs are used as starting points for care, teaching and learning. Children speaking more than one language are well supported. Several staff are multi-lingual and staff effectively use a range of strategies to help children communicate and become settled. An effective keyworker system is in operation and this offers children and parents a consistent adult with whom they can develop a trusting and supportive relationship.

Children have access to many toys and resources that reflect their home experiences and offer them positive images of diversity, for example, a range of books, dolls, dressing up clothes, puzzles and small world figures. Staff provide a good range of activities that promote a positive view of the world and increase children's awareness of diversity and an understanding of others. For example, children have recently taken part in Diwali celebrations. Some staff and children dressed up and some children took part in food tasting activities and watched as staff painted patterns on their hands using henna paint.

The nursery has good systems in place to support children with learning difficulties and/or disabilities. The commitment to inclusion and the promotion of children's positive attitudes towards equality is evident in all policies and practice. Management is proactive in monitoring inclusion and positive steps are taken to ensure that children's individual needs are identified and met. The setting's Special Educational Needs Coordinator (SENCO) has attended relevant training and ensures that staff work collaboratively with parents and where necessary, other agencies to support individual children.

Children's spiritual, moral, social and cultural development is fostered. Children behave well because staff provide children with good role models and react to situations calmly and consistently. Staff expectations are appropriate and children receive clear guidance with regards to rules and boundaries. Children are caring and considerate towards each other and older

children clearly understand the need to share and take turns in their play. Staff use a range of positive and developmentally appropriate methods for managing children's behaviour. Good behaviour and effort is praised and strategies are shared with parents to ensure that a consistent approach is adopted.

The partnership with parents and carers is good. Children's well-being is increased because lots of useful information is shared to ensure consistency of care. Staff, parents and carers have opportunities to chat at the start and end of each session and all parents receive a copy of the nursery prospectus and policies. Daily diaries are maintained and each child has 'memory' folder containing examples of their work, photographs of them during play and their progress records. The setting actively seeks the views of parents and carers and lots of positive comments have been received. For example, they comment on the warm, friendly and caring staff, and the setting's flexible and effective settling-in procedures.

Parental involvement is actively encouraged and a 'Parent Group' helps promote an effective partnership between the staff and parents. Parents are invited to attend social events and parents evenings, some help during sessions and they are asked to send in items to support and extend children's learning. Also, parents are given the opportunity to attend individual sessions with their child's keyworker. These sessions allow information to be shared about various aspects of children's care and development. The keyworker explains planning, how their child is progressing and what staff are particularly focussing on with regards to their child. When children start at the nursery parents complete an 'All about me' booklet that provides general information about their child's routines and likes and dislikes. However, there is no formal system for updating this information as children progress through the setting or for acquiring further information about what children already know and can do. Consequently, there is limited information available to staff so they can assess children's starting points and plan effectively for their next steps in learning.

## **Organisation**

The organisation is good.

Leadership and management is good. The manager monitors all aspects of the provision and she, along with the registered person, helps to inspire and support a committed and enthusiastic staff team. Most procedures work in practice and the manager promptly takes positive steps to rectify any identified issues. Team spirit is high and staff are proud of the provision and the friendly relationships that exist between staff, families and children. Recruitment, induction and vetting procedures are robust and adult to child ratios are maintained appropriately to ensure that children receive an appropriate level of attention and supervision. Clear contingency arrangements are in place to provide cover for planned and unexpected staff absences.

Children and their parents positively benefit from the dedication and commitment from staff members, evidenced through their everyday good practice, qualifications and training. Staff's ongoing training needs are continually assessed by management and an action plan is in place to address any identified gaps in staff knowledge. The majority of staff are qualified to Level 3 and staff have attended a variety of training courses. For example, staff have attended sessions that include food hygiene, child protection and behaviour management. The nursery has recently gained a recognised quality assurance award.

Space and resources, within the nursery, are creatively and attractively organised. The nursery has a 'Transition' room where young children are sensitively supported and prepared, in a small group, for the move from babies to toddlers. The majority of staff have been at the nursery

for some considerable time and contribute to the stability of the setting. Documentation to ensure the safe and effective management of the setting is generally well maintained and required paperwork is available for inspection. Overall children's needs are met.

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

At the last inspection the provider agreed to expand the child protection statement, to include a procedure to be followed in the event of an allegation against a member of staff. The setting's child protection policy has been reviewed and this information is now included. As a result, children's welfare is improved.

### **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**

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):

- develop a system to ensure that parents sign accident records
- extend systems for risk assessments to ensure all potential risks to children identified and minimised.

#### **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 systems for planning, evaluation and assessment to take into account individual children's starting points and to accurately identify their next steps in learning
- improve the role play area and increase resources that encourage children to use numbers and to read and write for a purpose in role play situations
- develop systems for parents to share what they know about their children.



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)