

Busy Bee Nursery School

Inspection report for early years provision

Unique Reference Number	123108
Inspection date	26 February 2008
Inspector	Linda Close
Setting Address	19 Lytton Grove, Putney, London, SW15 2EZ
Telephone number	020 87890132
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Registered person	Lucy Lindsay
Type of inspection	Integrated
Type of care	Full day care, Sessional 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Busy Bee Nursery School opened in 1987. It operates from two rooms in the Territorial Army centre which is set back from a residential road in the Putney area of southwest London. Children have sole use of the nursery rooms during the setting's opening hours. A kitchen and toilet facilities are located near the nursery rooms. Children have access to an enclosed outdoor play area. Most of the children who attend the Busy Bee Nursery School live locally. The local authority is Wandsworth.

There are currently 62 children on roll aged from two to under five years. This includes 38 funded three and four-year-old children. At the time of this inspection there were 30 children attending in the morning and 12 children attending in the afternoon. Several children are learning English as an additional language or hear other languages spoken at home. A small number of children have identified learning difficulties. Children attend a variety of sessions. The nursery opens every weekday during term time only from 09:15 to 15:15. A small group of children can arrive at 08:45 by arrangement to join the Early Birds group. Children can bring a packed lunch to the setting and they may remain for part or all of the day. The manager and seven members of staff work with the children for varying numbers of hours. There are also

two volunteers and visiting teachers who work with the children in Dance, Karate, Drama, Music and Behaviour Therapy. More than half of the staff have a National Vocational Qualification in early years at Level 2 or 3 and one member of staff has a Certificate of Education at primary level. The manager is currently working towards an Early Years Professional Status qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Policies and procedure documents, records and discussions with staff show that the children are cared for very well if they have an accident at the setting. All staff have attended first aid training and the first aid resources are suitable, checked regularly and replenished often. Children's medication is stored securely with clear and detailed instructions for staff to follow if there is a need. Staff are particularly well informed about allergies and individual health issues which contributes to children's wellbeing. A detailed list is displayed with individual photographs in the kitchen area to remind all staff about foods that some children must avoid. All of the children in the group take food home from special events rather than eating it at the nursery which ensures that individual children are not made to feel different. Children do not attend the setting if they are unwell which prevents the unnecessary spread of infection. Accidents, existing injuries and medication are recorded with exceptional care and attention to detail which contributes to children's good health. Nappy change routines and hand washing are hygienically carried out. The pictures by the sinks and staff explanations help the children to learn about the benefits of hand washing. Standards of hygiene at the nursery are particularly good.

Children can have a drink of fresh water at any time. They thoroughly enjoy healthy snacks of fresh fruit or chopped carrot and cucumber served with a plain biscuit at circle time. Children also enjoy their packed lunches which they manage very well. Staff sit with them and they make lunchtimes a very pleasant social event for those children who stay. They encourage the children to eat their savoury foods first. Cooking ingredients are chosen with care to follow the healthy eating initiative adopted by the nursery.

Children benefit from healthy exercise in the outdoor area in all but the most inclement weather. They wrap up well and go out with staff to play lively games in the fresh air. They steer their sit and ride toys with confidence and they show a mature understanding of the way they should turn the steering wheels to turn round in small spaces. Children use scooters with ease and skill. Children play energetic ball games with the staff and climbing and balancing apparatus is set out on a regular basis. Visiting teachers lead an unusually wide range of lively activities in dance, drama and karate which helps the children to develop good co-ordination and body control.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe in the setting because the nursery is kept secure and staff are particularly vigilant when children play outside. The organisation of the resources, displays and furniture is a credit to the staff who arrive well before the children each day to provide them with a bright, welcoming learning environment. Younger children, who attend afternoon sessions, are welcomed into a pleasant environment that is cleared and thoughtfully re-arranged after morning activities so that it meets their needs well. The setting has an excellent range of toys,

books and resources. Staff follow a cleaning policy to ensure that everything that the children use is clean and in good order. Toys that children are likely to put into their mouths are washed after every session.

Children's safety is of paramount importance in this nursery. The whole staff is involved in assessing and minimising risks to the children so that they are all well informed. Every new piece of equipment is risk assessed before children use it to avoid accidents. Fire evacuation routines are practised on a regular basis so that children and staff know what to do in an emergency situation. Children are safeguarded very well in relation to child protection issues because the manager and staff are very well informed. The whole staff discusses child protection matters together at staff meetings to help them to maintain their knowledge and understanding of child protection systems. The manager arranges training for all staff on a rota basis to maintain their awareness of their responsibilities to the children in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All of the children who attend the setting benefit from being cared for by an exceptionally gifted team of staff who provide a stimulating range of worthwhile activities that support children's learning in all areas. Children become fully engaged in their activities which are planned with specific reference to the Birth to three matters framework. Staff help the children to learn through well planned play activities and they studiously avoid blunting children's desire to learn by ensuring that the activities are not too formally presented.

The very youngest members of the group are gently eased into nursery life in the afternoon sessions. Each child is greeted with smiles and cuddles by their key worker who takes them off to choose a favourite book or toy and any initial tears or fears are soon forgotten. Opportunities for free play include a water tray with real rocks and toy pirate ships which prove to be a source of keen interest. Children mould dough into pretend birthday cakes and use toys from a table nearby to make candles before spontaneously singing 'Happy Birthday' together. Staff weave learning opportunities into the play by counting the candles.

Nursery Education

The quality of teaching and learning is outstanding. Staff talk to parents about each child's individual interests when they join the group. Parents complete settling in forms which, combined with observation notes, help staff to identify starting points for each child. A key worker takes a particular interest in a group of children and they track their progress with great care. They identify what children need to do next and they share their targets with the rest of the staff so that all of the adults can work together to help every child make the best progress. Key workers share their observations with parents so that they can provide matching support at home.

The children learn pleasant manners from the staff who are excellent role models. Each child is treated with kindness and respect which sets high standards for the children and they respond very well. Children's self-esteem is raised when they are praised for being helpful at tidy up time and for listening carefully in group work. Children get along together very well and they are making friends. Any minor disagreements are quickly noted by the staff who remind the children to share and take turns fairly. The children are very well behaved and they calmly accept the boundaries for getting along with one another. Children show their growing

independence in the way they choose toys and activities. They select their own favourite books and they are given the freedom to choose how they will make their pictures in their art work.

Children see many labels and notices around the nursery which introduces them to familiar words and the many uses of writing. They have made and illustrated books together which are a great source of interest. They make marks freely in the writing area and many children can write their own names correctly and with well formed letters. Staff show them how to hold their pencils and crayons comfortably. Children are gaining knowledge of the names of the letters of the alphabet. They are beginning to pick out the letters and the sounds that the letters make in delightful activities planned for small groups. Staff carefully note their progress and any areas where they need more support to guide future planning. Skilful story tellers catch children's full attention when they share books with individual children and when the whole group is sitting together. Children are enthralled by the stories and they listen very attentively. Staff explain new words to the children in every activity. They learned the names of unusual fruits and vegetables including custard apple, chillies and guava. They also learned that okra is sometimes called lady's fingers and they counted their fingers aloud with the staff. Their learning in mathematics is woven into all activities throughout the sessions in this way. Staff refer to numbers, shapes and terms, such as more and less when children are playing with dough and art materials which promotes their understanding in practical ways.

Children's activities enable them to learn about the wider world. Parents and carers support children's learning when they visit to share traditional foods and to show and tell them about costumes, languages and customs. The children show a keen interest in these activities and they happily join in dancing to traditional music with energy and great enthusiasm. They laughed out loud when they heard what happens at the Holi festival when water and coloured powder is thrown over friends and relatives as part of traditional celebrations. Staff plan and provide valuable first hand experiences of using modern technology to support children's learning. Children meet important people in the wider community including police officers. Children's use of construction toys and puzzles, together with activities using dough and cutters, helps them to gain increasing control over their hands. They use scissors with growing accuracy in free play and in art and craft activities. Staff provide an attractive selection of art and craft materials and they do not limit the way in which children use them. Children apply glue, glitter and sequins with abandon and their art work is very much their own. They paint with firm strokes and bold use of colour.

Helping children make a positive contribution

The provision is outstanding.

Equality of opportunity and anti-discriminatory practice are very actively promoted in the nursery. Every member of staff has signed up to a well written policy which aims to show respect for every child in the setting. A very positive aim also outlines a 'no blame' approach regarding any derisory remarks that could be made by any person in the nursery. The manager plans to comfort those who may have been insulted and to help others to overcome their prejudices so that all will benefit. The planned project work about different communities, together with toys and books that reflect a range of cultures, ensures that children learn to respect diversity. Spiritual, moral, social and cultural development is fostered.

Support for children who have learning difficulties is excellent. Staff ensure that all children have the opportunity to be involved in all activities at a level that suits them. They adjust activities and grouping so that all children will get the most out of their time in the nursery. Individual education plans (IEP's) for specific children are devised in consultation with parents,

key workers, educational psychologists, speech therapists and any other professional that is involved. All staff share the IEP's on a regular basis so that they can work together as a team to help the children throughout their time in the nursery. Targets for individual children are reviewed often and new aims for their learning are identified.

Staff nurture the children with kindness and at the same time they offer them firm guidance. They take children on one side if they need to talk about behaviour so that children do not lose self-esteem. The children are very well behaved, busy and happy throughout the sessions both indoors and outside. The partnership with parents and carers is outstanding. Parents and carers say they are delighted with the nursery and the good progress that their children make. They appreciate the pleasant atmosphere in the setting and they say they feel very welcome both to talk to staff and to share their own skills. Formal and informal discussions about individual children enable parents to share observations and records of children's progress. Newsletters are produced and many signs and notices in the entrance area keep parents up to date with day to day events. Planning documents are prepared so that parents know what their children are doing at the nursery and they can offer their support in meaningful ways.

Organisation

The organisation is outstanding.

All members of staff and volunteers are checked for their suitability to work with children at the time of their employment. Registers show that the ratio of adults to children is rigorously maintained. Space and resources are organised with a great deal of care. The provider arrives very early every day to ensure that the setting and resources, both indoors and outside, are all ready for the children. Staff agree at the time of their employment that they will undertake a minimum of training every year which is identified through appraisal. A comprehensive system of induction and mentoring has been devised to ensure that new staff get to know the routines of the setting before they take responsibility for children, although in practice the staff team is very stable.

Leadership and management is outstanding in relation to nursery education. The manager has established a strong, committed staff team who share her aims for the children. She ensures that the children in her nursery learn through purposeful play and they are not made to do formal tasks which do not meet their needs. The manager is herself attending a valuable training course and the topics she covers in her studies help her towards a thorough understanding of current thinking and good practice in early years education. She shares her knowledge with her staff and actively encourages them to take courses for their own professional development and to meet the needs of the nursery. The manager works beside her staff so that she is fully informed about teaching standards and how well the children are making progress. Her work in the setting helps her to evaluate the work at first hand so that she can identify areas of strength and areas for development.

All of the required records, policies and procedures are in place according to the requirements of the National Standards. They are correctly maintained and retained for inspection at any time. Parents can share children's records at any time on request. They have easy access to contact details for the Ofsted should they be needed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection one recommendation for improvement was made. The provider agreed to make sure that the arrival and departure times of the children and staff are recorded. The provider has arranged for parents to sign an attendance sheet giving times of children's arrival and departure. The staff sign an attendance sheet to show when they are on the premises. The hours of attendance for staff and children are recorded and retained in order to promote their safety.

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 that 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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