

Busy Bees at Longbridge

Inspection report for early years provision

Unique Reference Number	509451
Inspection date	28 September 2007
Inspector	Esther Gray
Setting Address	Longbridge Operations North Car Park, Tessall Lane, Longbridge, Birmingham, West Midlands, B31 2SE
Telephone number	0121 477 8777
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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?

Busy Bees at Longbridge has been open since 1996. It was formerly known as Mini Rovers. The nursery is part of the Busy Bees Group. It operates from four rooms in a purpose built building, located adjacent to Longbridge train station in south Birmingham. The nursery serves the local and the wider community who commute into the Birmingham city centre.

A maximum of 60 children may attend the nursery at any one time. There are currently 90 children from birth to four years on roll. This includes 12 funded three-year-olds and one funded four-year-old. Children may attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. The nursery is open for five days a week all year round from 07:00 until 18:00.

There are seven part-time staff and 13 full time staff working with the children. Of these, only two staff have not attained a qualification in childcare. Of these two, one is working towards a recognised childcare qualification. Over half of the staff have an early years qualification to National Vocational Qualification Level 3 or above. The setting receives support from a mentor

teacher from the Early Years Development and Childcare Partnership. The nursery currently supports a number of children with learning difficulties and/or disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Positive steps are taken to prevent the spread of infection as staff keep areas used by children to a high standard of cleanliness. Appropriate measures are taken when children are ill so that health needs are met. A number of staff are suitably trained in first aid for children, which ensures that children who are injured or become ill are treated appropriately and quickly and that parents are notified promptly. As a result, children's well-being is safeguarded. Children's health is effectively promoted as the staff take positive steps to encourage them to begin to take responsibility of meeting their own health needs. Some notices remind children of the need to have good hand washing routines and children can explain why they need to wash their hands. This demonstrates a good understanding of the need to protect themselves from germs and possible infection. Consequently, children are protected from infection.

Staff ensure children make good progress in their physical development and they provide plenty of opportunities for physical play through a variety of well planned activities both indoors and outside. This helps children develop the confidence to enjoy moving with control, using their bodies in various ways. For example, children are enjoying the refurbished outdoor play area where they climb on the new climbing frame and slide down the other side. They manoeuvre around each other on 'ride-on' toys in one area of the play area and explore the environment in a quieter area. The range of activities includes indoor games with a parachute and outdoor games with balls and hoops. This enables children to develop their confidence with a wide range of equipment that provides challenge.

Children are well nourished. They learn about the importance of healthy eating and are encouraged to learn about a healthy diet. They are offered a different fruit every morning and have access to drinks throughout the day. Children are encouraged to peel their own oranges in social gatherings around the table in a welcoming environment that has regard for individual dietary needs. Staff and children sit together to share their meal and they use this opportunity to talk about healthy food. Staff are developing further opportunities for children to serve themselves and pour their own drinks. Younger children are able to feed themselves independently, exploring new tastes, textures and smells. As a result, all children are beginning to make independent healthy choices which lead to healthy lifestyles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected from harm because staff have a good understanding of their role in child protection. They are able to put appropriate Local Safeguarding Children Board procedures into practice. The provider ensures proper precautions are taken to prevent accidents and minimise identified risks. For example, all sleeping children are monitored regularly and are not left unattended whilst they sleep. Any risks identified are minimised and charted effectively to protect children. This process is continually reviewed by the appointed health and safety staff.

Children are secure and well supervised in secure premises which are suitable for the purpose. The manager and staff ensure that the environment gives children good access to a comprehensive range of facilities that successfully promote children's development. Younger children are able to investigate and explore their surroundings safely. Children always use a wide range of good quality, well maintained equipment that is suitable and safe. Resources found to be tired or jaded are discarded and staff are able to replace resources as required. As a result, children use safe and suitable resources, toys and equipment that stimulate and challenge them.

Children are learning to keep themselves safe. They begin to understand about safety issues both within the setting, outside and during planned and spontaneous activities. They learn about fire safety, rehearsing the emergency evacuation procedure regularly with the provider. They learn to tidy up, which ensures their play environment is safe. Younger children learn not to put things into their mouth. All children begin to understand there are rules and boundaries that keep them safe.

Helping children achieve well and enjoy what they do

The provision is good.

All children have their individual needs met and are developing a good range of knowledge and skills because there are effective plans, which provide interesting and stimulating activities and play opportunities that help children achieve. Staff have very good, solid knowledge of children's starting points by making detailed, well recorded, observations of children's achievements. As a result, the staff get to know the children very well and develop a very good rapport with them and their families. However, although the observations inform them of what steps children need to take next, the staff are not effectively using this information to make plans to provide opportunities for the children to make those next steps.

Children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries and good adult support which helps children to develop appropriate skills. Staff have correctly identified, right at the start of term, the need to develop older children's ability to listen and take responsibility for their behaviour and personal belongings and needs. Older children are encouraged in their routines for hanging up coats, saying goodbye to parents and carers, saying hello to staff, self-registration and toilet and hygiene routines throughout the day. The many benefits of these well rehearsed routines are described for parents. This provides them with an understanding of the learning intentions of the familiar daily domestic tasks, which encourage independence skills.

Nursery Education

The quality of teaching and learning is good. All key staff have a good knowledge of the Curriculum guidance for the foundation stage. They explain their planning and can explain how they ensure that it provides a broad range of practical activities that cover all areas of learning. Everyone is made aware of the purpose of activities provided, including parents. Long, medium and short term plans include enough detail to show the learning intention, what the activity involves, resources, staffing, grouping of children and are evaluated in terms of what children have learnt, with the evaluation being used to inform future activities. Staff clearly link their observations to plans for the following week, to successfully promote children's development. The long term plans clearly link to the stepping stones, demonstrating a broad curriculum being delivered. Reference is made to previous learning and children's starting points. Staff ensure all children are included and are able to access all areas of learning. Planning takes into account

specific needs of individual children, however, the organisation of the routines within the day restrict children's ability to extend learning. For example, to think about calculation or problem solving in real life situations or go back to play with something they have started and not finished. Children do not always lay the table, for instance, or count the chairs or the children. Nor do they independently serve themselves during snack and lunch times. Children are asked to tidy up with staff however, there is no opportunity for children to return to an activity that they are particularly interested in later in the day, to extend and develop their play and learning. The staff have good relationships with children and encourage them to become involved and to persevere with tasks. Methods include open-ended questions, encouraging children to try, sensitive intervention in their play, extending focussed activities and involving all children in the activities. However, children are held waiting too long whilst staff organise hygiene routines. For example, children sit on the carpet whilst a trip to the toilet for the two key working groups is organised and the cleaning of tables takes place.

Children's social, emotional, physical and intellectual development is promoted because staff listen to and value what children say. They talk to them, have high and yet realistic expectations of what they can achieve. All staff are actively involved in children's learning. They develop their ideas and interests in outdoor and indoor play, in role play instigated by children or in focussed activities. Staff allow children to find, use, and return materials independently, encouraging different types of play. Staff provide materials that reflect the diversity of children's family lives and ensure that they have a balanced programme of activities which promote their development and encourage a good disposition towards learning. However, the routine is insufficiently flexible to allow children to extend their play by bringing materials from one area to another as the children tidy everything away. They have developed their own rules of behaviour and this ensures they understand the difference between right and wrong. They consider the consequences of their words and actions for themselves and others. Generally the pace of the sessions are effective in providing fun for children and time to expand some of their ideas, however, children spend a lot of time in holding activities, lining up or waiting for other children and staff before the next activity takes place.

Children are developing their competencies well across the four aspects of communication, speaking, listening, reading and writing. Staff promote language as a tool for communication by being good clear role models when giving instructions and in giving explanations of what activities are laid out for children to play with, and the learning intentions are clear. Children are beginning to link sounds and letters in the use of sound lotto, in recognising their name and the initial letter sound in familiar words. Children understand the mechanics of a book, they know which is the front and which way up to hold a book and how to look for information using pictures effectively. They have many opportunities for writing for a purpose. For example, in writing letters, addressing envelopes and putting on a stamp to go in the post box. Children have posted their poem to enter a competition and are waiting with excitement and interest for a reply to see if they did well in the competition.

Children begin to see connections and relationships in numbers, shapes and measures. They enjoy comparing bears or measuring their own height, whilst outdoors marking the wall with chalk. They begin to use number in a meaningful context and understand that numbers represent sets of objects. Staff fail to take up opportunities, however, in daily domestic tasks to develop problem solving by, for example, establishing if they need more or less resources in everyday routines. Nevertheless, some very good, well planned activities encourage children to count how many more bricks they need in focussed activities. Most children can count in rotation to 10 and some can make solid connections to the number represented and put four bricks into the cup with help. At the start of the academic year, when most children are aged

three-years-old, staff are developing the use of language to describe and compare shape, position, size and quantity very well. They talk about, recognise and recreate simple patterns.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have opportunities to observe, explore, question and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology. Children know about the uses of everyday technology and use Information Communication Technology regularly. There are programmable toys and interactive boards to aid learning. Children find out about past and present events in their own lives and those of their families and other people they know. Children observe, find out about and identify features in the place they live and the natural world. They find out about their environment and talk about those features they like and dislike. Children begin to know about their own cultures and beliefs and those of other people.

Children move confidently, imaginatively and safely, with control and co-ordination. They travel around, under, over and through the climbing equipment. Small equipment such as climbing frames, balls, bats and hoops help them to develop their control and co-ordination in the outside play area. Children show a keen sense of personal space as they play alongside each other. They begin to recognise the importance of staying healthy and recognise the changes that happen to their bodies when they are active. For example, they talk about how hot they feel when they are taking part in exercise. Daily use of paint, construction and drawing tools helps them develop good hand and finger control. Children handle tools, objects, construction and malleable materials safely.

Children explore colour, texture, shape, form and space in two or three dimensions. They sing simple songs from memory. They recognise repeated sounds and sound patterns and match movements to music in planned activities. Children use their imagination in, for example, role play as they re-enact patterns of behaviour recognised in adults in the kitchen home corner. They take visitors in through the door and set up a table and cook food using a variety of resources which express and communicate their ideas, thoughts and feelings. Children respond in a variety of ways to what they see, hear, smell, taste, touch and feel. They use a wide range of materials, tools, and resources in their imaginative play.

Helping children make a positive contribution

The provision is good.

Children enjoy topics about familiar festivals across a diverse range of multicultural religious events in the calendar. There are sufficient, suitable resources and activities to help children learn about a diverse society through their play. These include, dressing-up resources and art and craft activities as well as books with information and computer programmes which reflect the wider society. For example, children have considered the Spanish language in the pre-school room. Whilst being welcomed at the start of the new academic year they develop posters to share their likes and dislikes. They introduce themselves and their families to their new found friends and staff at nursery. As a result, they are able to feel a good sense of belonging, work harmoniously with others and make choices and decisions.

Children's spiritual, moral, social and cultural development is fostered. Good arrangements are made to ensure all children are included. There is an appointed member of staff in the role of Special Educational Needs Coordinator, who develops individual educational or play plans for children with disabilities and/or difficulties. These engage parents and sometimes other professionals to give good support to children in their development. They begin to understand

responsible behaviour and learn about boundaries because staff are able to manage a wide range of children's behaviour. Staff and children come together at snack and lunch times around a table and staff have identified improvements that will encourage children to become more independent during this time of day. They encourage children to socialise, develop conversation, take turns and use good table manners. Staff are clear with their reward systems and explanations to children in the attitudes and behaviour expected from them. Stickers are given out for achievement. As a result, they are developing good self-esteem and respect for others.

Partnership with parents and carers is good. Children are developing good relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the nursery. Staff collect detailed information about children's individual needs and discuss how children will settle best. For example, they consider how they like to sleep with a comforter. Parents are provided with a lot of information which is updated on notice boards and in newsletters. Parents can also access a sophisticated website with views of a typical day and information about the setting, including contractual and funding information. As a result, communication with parents and carers is effective.

Organisation

The organisation is good.

Children benefit from good organisation of the setting. It ensures that children's health, safety and well-being are met. They are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings. Any visitors are escorted around this secure building and staff are made aware of their presence. Well qualified and experienced staff provide warm and consistent care for children. They are committed to continue to update their skills and knowledge by attending training, having a clear sense of purpose and a commitment to continual improvement.

The leadership and management is good. The management is pro-active in ensuring the organisation of the setting and the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the nursery. All plans, policies and procedures protect children sufficiently and are effectively implemented to promote good learning outcomes. The timetable is well thought out and shared to ensure parents are well informed. However, there is a tendency to stop and tidy up frequently throughout the day which curtails some activities, preventing children from returning to them, extending their ideas or developing imaginative play. On the whole the nursery runs like a well oiled machine, records are available and retained for inspection. They are well-organised and kept confidential. Consistent key staff recognise children's individual routines and needs. As a result, they settle happily to play and learn. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure the complaints procedure includes the name and address of the regulator (Ofsted) and this information is shared with parents. They were also asked to obtain a copy of Area Child Protection guidance. An additional visit was also carried out since the last inspection and a further action was required of the provider, to ensure staff are aware of the named staff member with responsibility for behaviour management issues.

All staff are aware of the named member of staff responsible for consistency in behaviour management across the nursery. As a result, communication with parents and staff on correcting unacceptable behaviour is clear. There have been changes to the procedures outlined by local authorities since the last inspection with regard to child protection. The setting have full details of those changes and fully comply with the Local Safeguarding Children Board procedures. All staff have access to those procedures and can implement them. As a result, children's safety and well-being is safeguarded. Parents are informed of the complaints process within the setting and have access to the contact details for Ofsted. However, the information displayed has not been updated with details of regulations requiring the provider to keep a log of complaints, which is made available to parents. Communication with parents about this process is therefore incomplete.

Complaints since the last inspection

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.

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.

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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):

- plan the next steps for children's development through play.

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 the organisation of the learning environment to provide experiences that build on what children already know and enable children to become involved in everyday real life situations.

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