

Busy Bees at Milford School

Inspection report for early years provision

Unique Reference Number	EY288008
Inspection date	25 September 2007
Inspector	Patricia Bowler
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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Busy Bees at Milford School is one of the Busy Bees chain of nurseries. It opened in 2004 and operates from five rooms in a purpose built building within the grounds of Milford School in Clifton, Nottingham. A maximum of 60 children may attend the setting at any one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from eight months to under five years on roll. Of these, four children, aged three years receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and hygienically maintained premises where effective daily routines contribute to their health and welfare. They benefit from vigilant policies and procedures, which are consistently followed by staff, to ensure they are not exposed to cross-infection.

Children are supported in their personal care. They consolidate their understanding through daily routines and are able to explain and demonstrate the importance of hand washing. A child ably explains the process before breakfast, taking an adult to the wash hand basin, emphasising the use of soap to 'remove germs' and providing a disposable towel. Children independently address their own personal needs during toileting. Although these routines are effectively supported they are not maintained sufficiently for hand washing arrangements before all meals.

Robust procedures for nappy changing ensure babies and young children are not exposed to cross-infection. Staff use once only aprons and disposable gloves and vigilant routines ensure that changing mats are sanitised after each use. Soiled nappies are effectively disposed of.

Separate enclosed areas within the garden facilitate outside play. Children can play safely outside enjoying regular exercise. The rooms are effectively planned to offer opportunities for active play and relaxation. Babies have individual cots and bed linen and floor mattresses enable older children to sleep peacefully. Children access areas with soft furnishing and books to sit quietly as they choose.

Children's health is maintained because staff are trained in first aid, have appropriate resources and keep accurate records of any accidents or medicines administered. Arrangements are in place to contact parents or carers to ensure they are fully informed and can be contacted at all times.

Children experience a wide and varied range of well-planned, nutritious meals and snacks. Three meals are provided including breakfast, a two course lunch and tea. Foods purchased from local suppliers, including fresh meat and vegetables, ensures they eat high quality fresh foods. Care is taken to discuss dietary requirements including specific diets and allergies. Good recording and monitoring systems ensure these needs are met effectively. A wide variety of different fruits are provided as snacks between meals. Children access fruit as they desire from fruit bowls within each room. Children recognise their own needs as they independently access drinking water from individual sealed bottles identified with name or picture labels.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

High regard is given to ensure children are cared for in a safe and secure environment. Robust systems, including doorbell access only, protects children from any visitors who are admitted and escorted by staff at all times. Accurate records are maintained as visitors sign in and out of the premises. Comprehensive recruitment and employment procedures, with extensive induction training ensures children are cared for by qualified staff. Vetting procedures ensure they are suitable to care for children.

Children, parents and carers are welcomed into the premises which are used solely for their purpose. The nursery has a fully enclosed garden within the school grounds so children can play safely outdoors. Children benefit as the premises have natural light in all areas and are thermostatically controlled to maintain appropriate temperatures.

Children are cared for in five rooms according to their age and developmental stages. This ensures the rooms are presented with age-appropriate toys and resources and adult: child ratios can be maintained. The rooms are attractively set out prior to their arrival with floor toys and activities for younger children and creative and table activities for older children. The rooms are planned to allow them to move freely and confidently, making active choices about their play. All rooms have carpet and floor areas so messy play can be monitored appropriately.

The separate garden areas are accessed on a regular basis. Free flow play operates whenever possible and staff are deployed effectively to supervise children indoors and out.

Robust risk assessments ensure the premises are safe and are effectively carried out on any outings. A trip to the local library had been thoroughly assessed to ensure children arrived, enjoyed the activity whilst they were there and returned safely back to the nursery. Children learn about personal safety as they engage in road safety procedures and practise emergency evacuation procedures so they know what to do if the need arises.

Children are protected from harm because staff understand their role in child protection, and are able to put appropriate procedures into practice. A comprehensive policy, in line with Local Safeguarding Children's Board guidelines is established including any allegations made against staff. A statement is included to parents in the welcome pack stating the nursery's responsibility to protect children from significant harm and how the procedure operates if concerns are identified.

Helping children achieve well and enjoy what they do

The provision is good.

Staff use the 'Birth to three matters' framework effectively to plan and promote good opportunities for babies and younger children. A varied range of resources including sensory and tactile toys contribute to their overall development. A good balance of floor and table activities provide children with interesting and appealing opportunities. They delight in a painting activity where they watch paint spread in an icing sugar solution before gleefully painting over the paper with large paintbrushes. They enjoy playing in sand giggling as they catch this from a staff member trickling it onto their hands. Sensory baskets are easily accessible and children look in wonder at sealed water bottles containing glitter, beads and stones to provide visual and audible experiences. Babies are supported through early milestones as they graduate from crawling to standing positions. Positive staff interaction encourages them to repeat these actions as they enjoy the reaction gained. Children and babies receive lots of cuddles and reassurance as they settle in their various groups.

Nursery Education

The quality of teaching and learning is satisfactory. Nursery education is provided for children aged three years before they move into the school nursery. Staff have a sound knowledge and understanding of the Foundation Stage and a range of satisfactory teaching methods to impact on children's learning and development. Children are very interested in the well-presented activities and resources which stimulate their desire to learn. However, too much emphasis is

placed on focussed activities which are sometimes beyond their learning capabilities. The group registration period includes a warm individual greeting to each child but is extended with too much information to sustain their concentration and interest. Planning is very thorough and clear observations of children's participation are recorded but these are not used to best effect to plan for their next steps in learning. Profiles of children's transition to the Foundation Stage have yet to be established to include parent involvement to provide clear starting points for children's early education. Monitoring procedures are in the early stage of development and do not yet fully identify ways to improve teaching.

Children settle well and are building good relationships with peers and staff. They make active choices about their play from the wide range of activities available. The well-resourced role play area allows them to make connections with home and innovative ideas such as pegs on an airing stand allow children to develop hand eye coordination and fine manipulative skills. A child successfully uses a peg, delighting in her achievement and spends time perfecting this skill with deep concentration.

Children's growing independence is supported well as they address their own personal needs. They put on coats for outside play with varying levels of support. Most can pull up zips once they have been connected. They access fruit as they require which is available throughout the day to enjoy between meals and have their own identified water bottles to address thirst needs.

Children are confident communicators and relate well in small groups and one to one situations. A child at a floor activity with an under the sea floor mat asked 'Why is this broken boat at the bottom and not floating like this one?' pointing to small boat on the surface. A lively discussion developed regarding wrecks and the buoy attached to it to warn people that it is there. The child had asked why a balloon was attached to the boat and whether this would make it float again. He listened intently to the explanation and confidently informed another child who joined the play. Children enjoy listening to stories and handling books. They are beginning to make links with written text and spoken language and benefit from the varied wall displays including letters and numbers. Children recognise their names on placemats at mealtimes and on their water bottles. They progress from picture labels as they recognise written text and the pictures are removed. A wide range of media is available for children to use and they are beginning to isolate circles and lines as they gain skills in early mark making.

Opportunities are available for children to count and recognise numbers. They carefully colour and cut out shapes and are able to identify circles, squares and triangles in a focussed activity. There are missed opportunities to extend this into spontaneous situations to make comparisons with every day objects during daily routines. However, children do this in free play situations making comparisons and using mathematical terms such as big and little. They develop skills in early calculation as they identify more carriages on this train in comparison to another which has less. Children compare the number of legs on sea creatures as they count these successfully reaching 10 and beyond. They are able to sort crayons into separate piles as they develop colour recognition.

Different tactile experiences are provided as children play with trains in a tray of lentils and small world play equipment in shredded paper. They learn about growing processes through a themed activity and enjoy digging with garden tools, which they use successfully in a designated area within the garden. A separate growing area is used to plant flowers and vegetables as they help to plant and enjoy the end products.

Physical skills are enhanced as children become adept with scissors, knives and forks and they grow in confidence as they gain mouse skills at the computer. They throw and catch balls and use bats to develop hand-eye coordination as they enjoy outside play.

Children enjoy a range of well-planned creative activities, independently accessing media equipment including paint, crayons, coloured pencils and glue. Creative work is attractively displayed to value their achievements. They join in familiar songs and rhymes and use their imagination well in role play and small world situations.

Overall, children are making satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Good information is displayed within the setting including plans in each room so parents know what children will be doing. Information relating to policies and procedures are clearly displayed for parents. A parent and carer liaison group works effectively to encourage them to meet and discuss any issues. These are shared with management to acknowledge their involvement in the care of their children. Regular newsletters keep them informed of current and forthcoming events. Photographs, for which consent is obtained, depict a day in the life of the nursery including mealtimes and activities. Displays include 'Birth to three matters' and how it impacts on children's care and early learning. As yet there is little information relating to nursery education and the areas of learning for funded children. There is no involvement of parents in the initial assessment to gain their views of where children are on the stepping stones. Valuable information is missed to provide clear starting points for early education and involvement of parents to support this in the home.

Children are highly valued as individuals and effective procedures work well in practice to ensure their individual needs are discussed and recorded. Clear policies operate to ensure children benefit from equal opportunities and inclusion. They develop positive attitudes to each other and a good understanding of the wider world and community through well-planned activities and outings. They have many opportunities to celebrate different cultural festivals, try a range of different foods and use a good range of resources which show positive images of culture, ethnicity, gender and disability.

Children with additional needs benefit from full inclusion within the nursery. Very good links are established with other professionals involved to ensure children receive appropriate care and support.

Children behave well. They acknowledge gentle reminders from staff and respond positively to the active use of praise and encouragement as they gain an awareness of right and wrong. Consistent boundaries and age appropriate methods help children to become cooperative individuals. They learn to share and take turns and respond to methods including explanation, distraction and diversion techniques.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Robust procedures for recruitment and employment are rigorously implemented and maintained. Staff are deployed effectively within the setting to support children's care. An effective key worker system ensures their individual needs are met and pertinent information is shared with parents. Clear policies, which are successfully implemented, form a strong foundation to the good quality of care which children receive. Training and development needs are supported as staff attend various courses and events to further enhance their current working practice to impact positively on the care that children receive.

Registration systems accurately record children's attendance as staff sign them in and out as they arrive and are collected by parents. This ensures accurate attendance is recorded to maintain children's welfare and safety.

All required documentation that contributes to children's health, safety and well-being is established and regularly reviewed. Confidentiality is rigorously maintained whilst ensuring parents are well informed and involved in children's care and learning.

Leadership and management is satisfactory. Children benefit from an established daily routine and activities presented in a stimulating environment to maximise play opportunities. They spend their time purposefully as they are enthusiastically supported in their play, learning and development.

The care and education that children receive is supported by staff who have a sound understanding of nursery education and a commitment to implement this. The leader is committed to enhancing and developing the setting through her own working practice and attendance at further training. She successfully motivates staff to identify areas of strength and improvement, and works conscientiously to achieve these. Individual learning outcomes have yet to be clearly incorporated into the planning and records of children's progress to identify their next steps in learning. Methods to monitor and evaluate teaching methods are not yet sufficiently maintained to identify if learning intentions have been met. However, children are making satisfactory progress towards the early learning goals.

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 provider was required to ensure staff organise resources during planned activities so they are readily available to children, and staff are deployed effectively to support children's play and learning, to review risk assessments to ensure potential hazards are identified and appropriate action taken in all play activities and to review the effectiveness of the sick child policy to ensure staff act in children's best interest if they are ill.

Staff organise resources well for planned and free activities to be readily accessible to children to support their play and learning. Staff are deployed appropriately at focussed activities, sitting with children in small groups. Assessments are maintained for all activities to ensure any risks to children's safety are minimised. A clear procedure works effectively in practice to manage children if they become ill at the setting. Consent is obtained for all children in the event that emergency medical advice or treatment be sought and contacts for parent/carers is established. A clear policy for the exclusion of sick children is established in order that they receive appropriate care when they are ill.

Complaints since the last inspection

Since registration there have been two complaints that required Ofsted to take action in order to meet the National Standards. In May 2005 a complaint was raised about staff ratios and deployment, staff's supervision of children, accidents that children had and how these were recorded, the administration of medication to children, behaviour management, feeding and hygiene and the handling of concerns that were raised with the setting. An Ofsted Inspector visited to discuss these issues in full, to observe practice and to review relevant documentation in relation to National Standard 2 :Organisation, 3: Care Learning & Play, 6: Safety, 7 :Health, 11: Behaviour and 14:Documentation. Based on the information and evidence obtained the setting was found to be in breach National Standards 6 and 7. Actions were raised to ensure children are unable to access the staff room and accident and medication records contain sufficient detail and are signed by parents. The provider remained qualified for registration.

In July 2006 Ofsted received a complaint which raised concerns about the systems in place for checking staff suitability. Ofsted requested a report from the provider, in particular in terms of National Standard 1: Suitable person. From the information received, there was no evidence to suggest the National Standards were not being met and Ofsted took no further action. The provider remains qualified for registration.

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):

- ensure staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection in relation to hand washing before meals.

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):

- work more closely with parents in the initial assessment of what children can do to give clear starting points for children's early education. Continue this process throughout so progress can be supported in the home environment
- make more effective use of observations, assessments and planning to ensure the individual learning needs of each child are supported. Ensure the next steps or targets

are clearly identified, using the stepping stones to monitor and evaluate teaching and learning

- improve monitoring and evaluation methods to ensure learning intentions have been met and improve the balance of adult led and child initiated opportunities to further develop children's learning and enjoyment.

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