

Busy Bee Day Nursery

Inspection report for early years provision

Unique Reference Number	106922
Inspection date	06 December 2007
Inspector	Barbara Walters
Setting Address	268 Wells Road, Knowle, Bristol, Avon, BS4 2PN
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Registered person	Yolande Parker
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 satisfactory. 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 Bee Day Nursery opened in 1979. It operates from a three-storey property in Knowle, Bristol. The setting is privately owned and managed. The group is registered to care for up to 37 children of whom no more than 15 may be under two years. Children have access to seven rooms plus associated facilities. There are also two outside play areas to the front and rear of the property. The families that use the provision come from a wide area throughout the city.

There are currently 49 children from six months to four years of age on roll. This includes 15 children who receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery opens from 08.00 to 17.30, Monday to Friday, all year round. The group have a staff team of 11 members who hold an early years qualification. They are supported by a cook and cleaner. The nursery receives support from a teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is maintained as they play in a bright, clean and warm setting. They learn about appropriate hygiene routines and generally demonstrate their understanding of personal care, children are developing their independence when using the toilets. Hygiene procedures are in place for hand washing, for example, after using the toilet and before eating and drinking however on occasions children are not reminded. Children help themselves to the easily available tissues to keep runny noses clean. Information about infectious illness and the nursery's sickness policy is made available to parents which helps prevent possible cross-infection. Satisfactory medication and accident records are kept to support consistency of care of the children, although not all entries have been signed by parents. The group's policy on healthcare ensure that children are protected in the summer. Children know to wear sun hats and apply sun cream before going outside in the garden on sunny days.

Information about children's individual dietary needs is gathered from parents and supported. Special dietary needs are included in the menu planning and alternatives offered, such as a daily vegetarian meal. Children enjoy a varied range of foods which encourages them to try new tastes and help them learn the value of healthy eating. Children enjoy fresh fruit at every meal. Regular drinks are made available to children during the day either during breaks or by children helping themselves.

Children enjoy regular physical play and games in the outdoor areas. They use a variety of safe and stimulating equipment which helps them to practise and develop different skills. They explore the use of wheeled toys or climb on the climbing frame. Children move with confidence during the parachute game, running under the parachute when the adult calls out their names. They negotiate space effectively when manoeuvring their bikes and scooters around obstacles and each other.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a safe, relaxed environment where risks are identified and minimised. Children's play rooms are organised so they are able to move around freely and safely and develop their independence. Toys and equipment are up-to-date and well maintained and children are able to safely choose activities on offer. Effective supervision ensures that children are able to enjoy all areas of the setting and socialise with other children. Toddlers spend time with the older children during the day, closely supported by members of staff. Children begin to learn to take responsibility for keeping themselves safe as they practise using the small equipment safely, such as scissors. An emergency evacuation procedure is in place although children have a limited understanding of the procedure to follow in the event of a fire as regular drills are lacking.

Children are safeguarded as the designated member of staff has attended child protection training and ensures staff understand their responsibilities. There is a written child protection policy which is shared with parents. This ensures that the appropriate action is taken if the group have concerns about a child in their care. there is a system in place for registering children' attendance, the system for staff lacks detail.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a sense of belonging. They have well established routines which includes time for free play and planned activities. Sensitive settling in procedures ensure that all children are happy and secure in the setting. Children under three explore and experiment through a wide range of well planned activities that are appropriate for their stage of development. Young children enjoy exploring with their senses and are studious in their discovery of rough and smooth materials and smelling scented candles. Good quality, stimulating toys provide balance and challenge for children of all ages. Young children enjoy listening to stories and develop an interest in books through the staff's expressive reading. They enthusiastically join in the rhyming songs and smile with delight when blowing trumpets and banging the drum.

Children express themselves well and are confident to initiate and extend their own play and learning as well as receiving a good level of adult support. Children enjoy running errands for the members of staff. They happily take on age appropriate responsibilities, such as checking to see if the lunch has arrived or fetching equipment from the next room, and beam with pride when their tasks have been achieved. Staff know the children well and the warm relationship contributes to children's sense of belonging.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge of the Foundation Stage and the different areas of learning. They work closely together to provide a stimulating and interesting environment where children's work is beautifully displayed. Children have a strong sense of belonging and their work is valued. Written plans are linked to the six areas of learning and staff make good use of the daily routines, activities and free play to extend children's learning. Staff know the children well and observe their achievements. Planning for children's next steps lacks refinement to ensure all areas of learning are covered.

Children are very confident and well motivated to learn. They are developing their independence by helping with the daily routine, such as giving out meals. They see to their own needs by independently hanging up the aprons without being reminded. Children are enthusiastic in their play and confidently take part in their chosen activities. They use vocabulary well and are able to express themselves in different situations including imaginative play and socialising with their friends at meal times. They talk eagerly about themselves and their families and share their news, such as describing when they had their injections. Children listen well to stories. They enjoy books and handle them carefully. They are confident writers and practise writing their own names on their work.

Children become familiar with mathematics through the games they play. Many children can recognise numbers up to 10 and develop a good understanding of shape through their activities, such as making a Father Christmas picture with different shaped paper. Children are confident in using information and communication technology. They develop good mouse control when playing games on the computer and use the camera and tape recorder to enhance their play. Children gain an increasing understanding of the wider world. They explore the lives of people from other countries through role play, costume and food. They begin to explore the natural world when listening to the sounds made from a large shell and exploring the properties of cones. Children enjoy music and respond well during music sessions. They experiment with sound and musical instruments, developing the rhythm of their favourite songs. Children create freely in a variety of art and craft activities. They confidently use a variety of natural materials,

such as when making their Christmas wreaths and express their creativity through painting and drawing. Children become imaginative in their role play and make up stories and co-operate well with each other.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals as they follow the daily routine which is appropriate for their needs. Individual sleeping routines are respected which add to children's sense of security. There are good systems in place to support children who have learning difficulties and/or disabilities and the staff's understanding and experience of inclusion ensures that all children are able to reach their potential. Children begin to develop a positive attitude to others through an environment that reflects the lives of both those who attend and the wider community. They see positive images in their books and toys and staff ensure they provide a variety of activities which stimulate children's interest and curiosity about how different people live. Children's spiritual, moral, social and cultural development is fostered.

Good behaviour is managed well which helps to create a relaxed atmosphere. Children are happy. They respond well to the staff's positive approach to behaviour management. Praise and encouragement are given for positive behaviour and calm discussion and explanations from the staff encourage children to build relationships with each other.

Children benefit from the friendly relationships and informal contact between their parents and staff. Parents are provided with good quality information about the setting through regular and well thought-out newsletters which keep them informed about any changes within the nursery, activities children will be undertaking and any changes in routines. The group's policies and procedures are shared in the welcome pack and parents' permissions are in place. Parents and children are warmly greeted at the beginning of sessions and resulting in a comfortable atmosphere for children.

The partnership with parents and carers is good. Children benefit from the friendly relationships and informal contact between their parents and staff. Parents are provided with good quality information through displays of information about the daily routines and activities. Information on the Foundation Stage is shared in the welcome pack and parents are invited on a continuous basis to share comments and ideas on activities, which help them feel involved with their child's learning.

Organisation

The organisation is satisfactory.

Children are supported by qualified and experienced staff who work well together as a team. Areas are well planned in order to meet the children's play and care needs, for example, children can independently move from room to room to experience a range of play opportunities. Rooms have cots where children can sleep or rest. Suitable procedures are in place for the recruitment and checking of staff to ensure their suitability to work with children. There is an induction procedure to ensure that staff are aware of their roles and responsibilities. The group have developed their own policies and procedures which are reflected in practice and shared with parents. The group does not have a system for registering staff's attendance on a daily basis, showing their hours of attendance. Overall, the setting meets the needs of the range of the children for whom they provide.

The leadership and management of the setting is good. The setting has a strong team spirit and has developed effective informal communication systems. Managers encourage staff to review their practice and offer opportunities for discussion, either within staff meetings or separately. The owner and manager continually review the delivery of the curriculum to ensure good practice. Staff have clear responsibilities and are committed to the smooth running of the nursery for the benefit of the children. They are actively encouraged to undertake ongoing training and to further extend their knowledge of childcare and to ensure continual improvement in the outcomes for children.

Improvements since the last inspection

At the last inspection, the group was asked to ensure regular fire drills are carried out with children and staff and to request written permission from parents for seeking emergency medical advice or treatment. Plans are in place to regularly practise fire drills; however these have not yet been implemented which means children's understanding of what to do in the event of a fire is limited. All written permissions from parents are in place.

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.

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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 that appropriate attention is given to routine hygiene procedures
- develop a system for registering staff's attendance on a daily basis, showing hours of attendance

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 systems for observations and assessments and how they link into planning to promote children's next steps

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