

Busy Bees At the Rye

Inspection report for early years provision

Unique Reference Number	EY257924
Inspection date	06 March 2008
Inspector	Susan Victoria May
Setting Address	Busy Bee Day Nursery, Abbey Way, High Wycombe, Buckinghamshire, HP11 1AN
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Registered person	Busy Bees Nurseries Limited
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 Day nursery opened in April 1994 and is part of a nursery chain that operates nationwide. It operates from a single storey building overlooking the Rye in High Wycombe. There is access to an enclosed outdoor play area. The nursery serves the local area.

There are currently 131 children on roll. This includes 47 funded three and four year olds. Children attend for a variety of sessions. The nursery is able to support children with learning difficulties/disabilities and those for whom English is an additional language.

The nursery opens five days a week all year round. Sessions are from 07.30 until 18.30 Monday to Friday.

Thirty two staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early year's qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in bright, clean and fresh rooms. A high standard of hygiene is promoted throughout the setting. Children are encouraged to use the bathroom independently and bathroom procedures are good, with child-sized toilets and sinks and easily accessible soap and towels. Nappy change areas are hygienic and all equipment is easily accessible, such as anti-bacterial spray to clean changing mats between nappy changes. Staff provide very good role models as they explain to the children they need to wash their hands before handling food, to prevent the spread of germs. Older children are competent in hand washing and younger children are taken to the bathroom and wash hands with supervision. Very young children's hands are washed as they sit at the table, however, the use of one cloth to wipe all the children's hands, presents a risk of cross infection and does not promote good hygiene practices. Information gathered and shared enables staff to be aware of any dietary or health requirements of each child in their care and a clear sickness policy indicates a commitment to ensure the children are fit for nursery. Accident forms are in place and accurately completed. Medication administration details are recorded and parental permission is in place, however procedures to inform parents following administration of medicines are less robust. Several staff have first aid qualifications and each room has a first aid kit ensuring that accidents can be dealt with quickly and efficiently.

Children enjoy healthy nutritious snacks of fruit and crackers as they sit in at a table with their friends. Snack time is a warm friendly occasion where the children choose when they want to eat, sit in small groups, pour their own drinks and wash their own dish when they have finished. An adult is always at hand to help the children who are not so confident. Children are developing an awareness of the benefits of healthy eating because staff talk to them at snack and mealtimes about what they are eating and drinking. Babies and younger children have appropriately prepared meals and staff encourage them to use cutlery and beakers to develop their independence. Staff sit in comfy chairs or on floor cushions to give babies their bottles and give them their full attention. This makes feed times a homely occasion. Older children select their own cutlery, express preferences about the quantity of food they want and serve their own meal. Children wait until all on their table are served before they start eating. This promotes independence and encourages good manners.

Children experience good opportunities to develop their physical skills both indoors and out. Children use the outdoor area daily to provide opportunities to develop their large body movements as they balance, climb on and through fixed equipment and negotiate a maze. Indoors they use puzzles, tools and construction toys to develop their finer movements. Fortnightly sessions from external agencies provide older children with the opportunity to practise ball skills and younger children access to additional music and movement sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a naturally light, welcoming, very secure and safe indoor and outdoor environment where staff undertake extensive risk assessments to identify and minimise potential risks. Staff supervise the children at all times and excellent arrival and departure procedures safeguard children's welfare. Parents enter and leave the premises through one of two entrances and access is by key code only. Notices for parents are prominently displayed to remind parents

to be vigilant about security and not to allow access to persons unrecognised. The main door is opposite the office where the manager and administration staff are sited. The other entrance is alarmed. A security camera system is also in place. There is ample space indoors and outdoors for children to move and play comfortably with attractive and comfortable child-sized furniture to support them in their play. Children access and use an extensive range of suitable and safe equipment indoors, which is age appropriate, attractively set out and cannot fail to help them thrive and meet their developmental needs. For example, the brightly coloured toys in the babies' room allows them to develop growing control and co-ordination as they stack, roll and fit shapes into the correct slots. Children have daily access to an outdoor area. The garden is superbly equipped with a range of fitted equipment that allows children to climb, slide, follow paths, play in a shady den or dig in the huge covered sand pit. Another covered area provides shade in summer and an opportunity to play outdoors in inclement weather. Children confidently request and self select additional resources to extend and support their play.

When leaving the premises to enjoy outings relating to topic work or for pleasure, staff take a first aid kit, all children's contact details and the adult:child ratios are increased. On the premises Fire exits are clearly marked and staff and children are aware of the emergency evacuation procedures as this is practised regularly. Each room has an evacuation bag containing all the essentials, including contact details of parents. Stored close to the baby area is an evacuation cot to ensure a safe speedy departure of the very youngest children from the premises. Fluorescent jackets help identify staff in an emergency situation. Children learn how to keep themselves safe by not running inside, respecting others when waiting in a line, moving carefully as they pass children playing or sitting on carpeted areas and not entering the garden without staff.

Clear documentation, regular communication, the well supervised inclusion of students into the nursery and the clear understanding of staff of the safety measures required, ensure children are kept safe at all times. Staff deploy themselves effectively, contributing to children's safety. Information about safeguarding children is shared with parents. Staff place a high priority on their role in protecting children, are confident they would identify signs and symptoms of abuse and are knowledgeable about Local Safeguarding children Board procedures and who to contact to put appropriate procedures into practice if necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily leave their parents and carers, readily becoming involved in the variety of individual activities on offer. Staff set the nursery rooms out attractively with activities which encourages the children to use them. The environment is bright and eye-catching as staff display the children's work and child related posters and pictures. Children develop independence as they select and carry out activities from a very good range of resources stored on low units within easy reach around the rooms. Staff praise children's efforts, building their confidence and self-esteem as they encourage them to achieve, and provide activities which are stimulating, fun and within the children's learning abilities. Staff form caring and warm relationships with children which helps them to develop a strong sense of self. For example, babies approach staff for a cuddle and toddlers and young children readily approach staff to read stories or take them to the toilet. Children benefit from the consistency in the daily routines. They know to put away the individual activities when completed and help staff to tidy up before moving into a different part of the session. Staff provide good support to young children to extend their learning.

Staff have a very good understanding of each child's needs and have regard for early childhood curriculum, such as Birth to three matters and the Foundation Stage. This is evident throughout the day, for example, as sessions change, the children are split into groups so that younger children listen to short stories appropriate to their age, while older children listen to more complex stories developing their concentration skills. All children enjoy and join in with songs and action rhymes. Staff provide sensitive support, ask effective questions to help move learning forward and anticipate children's needs. Children happily share their news and views and staff listen and respond to them showing interest and concern. Children are involved in a broad range of planned activities and spontaneous events, which support their development and learning, for example, water play, using the computer, building with construction equipment, painting on the easel, and accessing equipment, such as magnifying glasses.

Nursery Education

Teaching and learning is good. Staff organise activities and the routine effectively to ensure children can anticipate and predict what will happen next, visual time lines displayed at children's height help ensure all children can follow the routines. Staff have a good knowledge of the Foundation Stage and children's individual levels of learning, which helps children to achieve their full potential. Staff track, and record observations to accurately document children's progress and achievements and use this evidence to help move all children's learning forward. Children have access to a wide range of interesting, stimulating and fun activities, resources and equipment, increasing their skills and development in all areas of learning.

Children are making good progress in their personal, social and emotional development. They clearly enjoy and show interest in the activities and demonstrate increasing independence as they put on their coats and change shoes for Wellington boots as they get ready to go outdoors and play in the sand pit. Children are confident and articulate speakers and are beginning to use complex sentences and initiate conversation with their peers and with adults. Most children can recognise their own names and older children are beginning to identify the names of other children. The use of labelling and simple sentences on displays provides further opportunities for children to see the written word in every day use. Children have the opportunity to mark make relevant to their play. The range of attractively displayed books and story bags to which the children have access is good and they can choose to sit and look at them independently or together on large comfortable cushions in a quiet area.

Children show an interest in numbers and counting, and use number names and number language spontaneously. They enjoy joining in with number rhymes and are beginning to complete simple addition and subtraction. They are able to select the correct numeral to represent one to five and some children can count to nine and beyond. Staff ask questions which encourage the children to think and to introduce them to new words and concepts, such as 'full' and 'empty' as they pour sand into different containers.

Children enjoy a range of media to explore their creativity, use tools with increasing skill and participate eagerly in a range of songs from a growing repertoire. The well organised indoor area ensures children have exciting opportunities and good access to a range of meaningful resources to develop their own ideas and activities across the six areas of learning. The outdoors area includes some opportunities to extend children's learning across the curriculum but primarily to develop children's physical skills.

Children are becoming confident in using information technology equipment. They eagerly complete simple self-rewarding programmes on the computer. They learn about and take part

in celebrating festivals from their own and other cultures, such as their birthdays, Chinese New Year, and Pancake Day. Children use their senses to explore and participate in activities, experience different media, such as sand, dough and water, and see changes and images in cookery and art and crafts. Children handle small tools and equipment safely and with increasing control, for example, paintbrushes, scissors, cutlery, pens and the computer mouse.

Helping children make a positive contribution

The provision is good.

Children play a full part in the nursery day because staff welcome them and their families warmly into the provision. They value and respect each child's individuality and family circumstance. Children behave very well and their behaviour is promoted through meaningful praise and positive role modelling by staff. For example, children regularly receive a 'thank you' or 'well done' from staff. This fosters a sense of self worth. Staff and older children support younger children in sharing and turn taking. Staff have high expectations and consistent boundaries for the children, which helps them to learn negotiation skills. Staff demonstrate a positive approach to help increase children's understanding of right and wrong and children respond well to gentle reminders to care for each other, resources and the environment. Staff work effectively with parents and outside agencies to ensure that children who have learning difficulties or disabilities are given support to enable them to participate fully in activities.

Children are treated with equal concern and have all their individual needs respected and provided for. Children increase their knowledge of the wider world through various themes and visitors to the setting. For example, regular visits from the local police help increase children's knowledge and sense of community. Spiritual, moral, social and cultural development is fostered well.

Partnership with parents and carers is good. Children benefit from effective relationships being established from the outset. Parents receive detailed written and verbal information about the setting and what it has to offer in terms of care and education. Parental notice boards throughout ,provide good access to most of the relevant information for parents, for example, policies, procedures and general information that may be of interest. Staff seek parent's involvement in the setting and with the children's learning, for example, they send out parental questionnaires about aspects of their provision and seek parent's views about the children's needs and interests prior to their attending the nursery. Parents receive information about how their children are progressing and developing through everyday discussion and parents' evenings to share records. This positive relationship reinforces children's sense of belonging and ensures their confidence in the setting. Parents state they are happy with the care and education their children receive.

Organisation

The organisation is good.

The setting is well organised and provides children with many opportunities to make decisions for themselves. Children are clearly happy and feel comfortable in this environment. Staff have a good understanding of the setting's policies and their responsibilities to ensure the wellbeing of children. They are kept informed of any changes to policy through regular staff meetings. Staff ensure children are never left unsupervised with persons not vetted, that ratios are maintained throughout the sessions and that the correct amount of staff on duty hold suitable qualifications. Staff work well as a team and good communication and guidance allows them

to provide a well-balanced and smooth flowing programme throughout the day. All required documentation and parental consents are in place and an effective recruitment policy ensures staff are suitable to work with children. This enhances children's health and welfare.

The leadership and management of the nursery education is good. Children benefit from qualified and experienced staff who are very caring. Staff are committed to attending further childcare training and development courses, which the management support. This helps them to reflect, monitor and improve the quality of the care and education they offer to all children. Planning provides a good balance of adult and child led activities to allow the children to develop at their own pace indoors. However, children would benefit from further consideration when planning for the six areas of learning through outdoor play. All staff are involved in monitoring and recording of children's achievements. The provision meets the needs of the range of children for whom they provide

Improvements since the last inspection

At the last Nursery Education inspection there were no significant weaknesses to report, however, the provision were requested to give consideration to improve the access to resources to allow children freedom in their creativity.

The provision have made significant improvements with the introduction of an area where children can select from a wide range of resources to explore their creativity, follow their own designs and explore a range of materials. Children's work is valued and displays around the provision show examples of their developing skills and imagination.

At the last care inspection two recommendations were raised to: ensure an accurate record is kept of all children and visitors; and to ensure parents know how to access information kept on their child and how to complain to Ofsted.

To make improvements in these areas the provision have devised a registration system completed by staff to accurately record the times of arrival and departure of children, staff and visitors on the premises. Parents sign their children in and out as an extra security measure to keep the children safe.

Verbal communication provides parents with daily information about their child and the record keeping system provides parents with further details. Staff hold regular parents' events to discuss children's development and most parents are aware that they have open access to their child's records and may see them at any time.

Information for parents about how to make a complaint and the regulator's contact details are available, however, easy parental access to this information continues to be an area to be addressed.

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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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):

- ensure procedures following the administration of medication are effectively implemented
- review hand washing procedures at lunchtime for younger children
- ensure the contact details of the regulator are easily accessible to the parents

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):

- continue to develop planning to extend the curriculum to include the six areas of learning in the outdoor area

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