

Bizzy Bees

Inspection report for early years provision

Unique Reference Number	EY355924
Inspection date	13 June 2008
Inspector	Diane Roberts
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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?

Bizzy Bees is privately owned. It opened in 2008 and operates from two floors in a commercial unit, situated in Harraby Green Business Park, Carlisle. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

There are currently 25 children aged from 9 months to under 5 years on roll. Of these, five children receive funding for early education. Children come from a wide catchment area, as most of their parents travel to work in Carlisle. There are currently no children attending with learning difficulties or disabilities or who speak English as an additional language.

The nursery employs five members of staff. The owner of the nursery is often present acting as a member of staff. Of the staff, three 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's health is well promoted. Effective routines are in place to help prevent the spread of infection. For instance, children learn about good hygiene practice through daily routines. They wash their hands after visiting the toilet and before and after eating. Practitioners explain good hygiene procedures in a way children understand. For example, children tell the inspector that by washing hands we get rid of the germs that make our stomachs poorly. Practitioners act as good role models, making sure children see them washing their hands. Children enjoy the experience of spending time in the pleasant surroundings of the bathroom. This means they wash and dry their hands most effectively. They delight in independently using the low level sinks whilst admiring themselves in the extensive mirror that covers the wall. They chat animatedly to their friends making hand washing time a social event. This encourages children to wash their hands more often as they see it as a happy time rather than a chore. Bottled liquid soap and paper towels further help to avoid the risk of cross contamination. After eating, children are keen to brush their teeth, ensuring good oral hygiene. They each have their own wash bags containing a toothbrush and toothpaste. This ensures toothbrushes and toothpaste are not shared or stored inappropriately, thereby protecting children's health.

Children's medication and accidents are very well managed. Members of staff have up-to-date first aid training and first aid resources are readily available, including on outings. The recording of accidents is very well monitored. For instance, a copy of an accident record is kept on the child's file as well as in a general accident record book. An overall list of accidents is used by staff to determine where accidents are occurring on the premises and the children involved. This good practice then helps to determine changes to risk assessments. This helps towards keeping children healthy and thereby safe.

Children are helped to feel special by the staff, promoting their emotional well being. For example, children having their nappy changed are fully engaged in conversation with the adult for the entire time. Children have lots of cuddles throughout the day, raising their confidence and promoting their self esteem. Practitioners have a very good recognition of children's needs. For instance, children who have just awakened are able to sit on a member of staff's knee until they indicate they are ready to join in the play. Staff and parents establish shared understandings between the home and the setting about the way they respond to a child's emotions. This has a positive effect on children's emotional stability and resilience. Practitioners are very knowledgeable about individual children's habits, such as visiting the bathroom or being ready for a nap. For example, they readily recognise the signs of tiredness in babies and children and are able to accurately describe what individual children do when tired.

Children take part in regular physical play indoors. They delight in spending time in the extensive soft play area adjoining the ground floor play area and have great fun sliding down the soft slide into the ball pool below. This regular activity helps to promote children's physical development. Children are encouraged to put on their own shoes and fasten them. Matching of shoes and putting their foot in the correct shoe is very well managed by most children. Practitioners take pleasure in children learning new physical skills such as learning to walk. This is demonstrated as they enthusiastically describe each child's learning process and the part they played in it. At the time of the inspection the setting did not have an outdoor play area. However, they make sure children spend some time in the fresh air each day by going for walks around the immediate locality.

Practitioners treat meal times as an opportunity to help children enjoy their food and become independent in feeding themselves. Children learn about the importance of healthy eating through the appealing and nutritious array of meals and snacks. For example, children are presented with a wonderful selection of properly prepared vegetables. These are offered to children as a treat. Children's faces light up when they see the colourful plate of cauliflower, carrots and broccoli arriving at the table. They eat their food served at the table with gusto. This encourages children to learn portion control as they have the choice of how much food they are given initially, knowing they can have more if required. For example, children nod their head vigorously in reply to whether they want more vegetables. Fresh fruit and vegetables are shopped for each day ensuring children are offered food that is highly nutritious. During the inspection at snack time, children chose from a large plate of bananas and tangerines. An attractive range of apples sat on the kitchen worktop for children to select throughout the day. Children are able to calculate how many oranges they will need for the number of children sitting around the table. They describe the texture of the tangerines using words such as 'squashy' and talk about apple seeds and where they grow and where bananas grow. Children's independence is encouraged as they peel their piece of fruit or choose whether they want their apple whole or cut. Snack and meal times are lovely occasions as staff skilfully create a family atmosphere. Children laugh and giggle throughout their lunch demonstrating their pleasure. Classical music playing in the background helps with the ambience of the occasion. This pleasurable experience encourages children to eat and enjoy their food, thereby developing a positive attitude to mealtimes.

Children of all ages are able to access fresh drinking water at all times. Throughout the day, children can readily locate their individual cup. These are easily found as their photograph clearly identifies it as theirs. This reduces the risk of children sharing cups and of cross contamination. Practitioners make sure that children remain hydrated throughout the day. For example, on return from their walk, children are reminded about having a drink of water. Children demonstrate good dexterity as they pour their drinks from a jug or peel the lid off their yogurts. They are very pleased with themselves when they pour their water independently without spilling. This encourages them to drink more water.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in safe and secure premises where hazards and risks are generally identified and minimised. Effective organisation of the space available and risk assessments ensure the environment is safe for children to move around freely and in safety. The effective security system means that children are protected from uninvited visitors and cannot leave the building unsupervised.

Children have a sound understanding of how to keep themselves safe. Raising their awareness is usually given high priority by staff. For instance, children are reminded not to throw sand as it goes in one's eyes. Practitioners demonstrate clear and consistent boundaries and reasonable, yet challenging, expectations. This encourages children to discover limits and learn about rules. For example, children are advised about sliding down the slide in the soft play area, rather than running down. They are encouraged to have a good look before they venture down the slide to make sure there are no children in the ball pool below.

Children aged three and over are mainly cared for on the ground floor, with snack and meal times accommodated on the first floor. Each time they use the stairs, children are consistently, verbally reminded about safety on the stairs and systems are firmly in place to ensure their

safety. However, although a written risk assessment is in place it does not involve teaching children about stair-safety through visual displays. This means that children are relying on the spoken word to reinforce their learning. Also the square spindles of the banisters present difficulties for some of the smaller children to firmly grasp and they cannot reach the adult-high hand rail.

Clearly defined procedures are in place for the emergency evacuation of the building. Children learn the importance of emergency evacuations through regular fire drills. These are practised on different days to ensure all children have the experience. This helps them become familiar with procedures so they learn how to leave the premises quickly and safely.

Children are generally kept safe on outings. They are protected and benefit from the appropriate level of risk assessment and safety measures in place. However, the policy in respect of safety in the sun is not sufficiently explicit with regard to protective head wear. This means that some children are walking in the sun without the protection of adequate head wear.

A written child protection statement is firmly in place including procedures to be followed in the event of an allegation of abuse or neglect. The statement clearly states staff responsibilities with regard to the reporting of suspected abuse or neglect in accordance with the Local Safeguarding Children Board. Children are protected because practitioners understand their role in child protection and are able to put appropriate procedures into practice when necessary. They maintain regular, informal communication with parents which develops strong partnerships between all those involved in keeping children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure. They enjoy their time at the nursery and make very good relationships with staff and each other. They are cared for by an enthusiastic team who has a clear understanding of how children learn through play. Children are involved in a broad range of planned activities and spontaneous events, which support their development and overall learning. Play activities are decided by children's individual interests and practitioners are highly committed to making sure each play area is best organised to benefit the children. To achieve this, practitioners have taken the time to look at room from a small child's point of view, by lying on their backs or crawling around the room. This dedication from staff has resulted in an attractive and stimulating environment for children of all ages. Children are given plenty of time to explore the environment and resources independently, at their own pace.

One of the main priorities of nursery is for children to develop confidence and high self esteem. This means children are very confident and make their needs known. They are encouraged to develop skills in practical tasks and making choices, which help them become independent learners. They are increasingly adept at managing their own shoes and pouring drinks. Children use an extensive range of play provision and resources which are organised effectively so that children can choose from a full range at all times, to extend their own play and learning.

Nursery Education.

The quality of teaching and learning is good. Practitioners have a very good understanding of the Foundation Stage. This is used to provide a broad range of exciting activities and experiences, linked to children's individual interests. This encourages children's appetite for learning. Practitioners are consistent in their approach and use effective questioning and sensitive

interaction to promote children's vocabulary and understanding of the world around them. The thorough assessment system, together with staff's clear knowledge of each child, is used to plan children's next steps and help them reach their full potential. Therefore, children make good progress in their learning.

Practitioners give high priority to nurturing children's personal, social and emotional development. Children are developing good relationships and behaviour is of a high standard. Adults establish good relationships with the children and respond readily with enthusiasm to their needs. Children are very well behaved as they have plenty to occupy them during the day and adults give them lots of attention.

Children are encouraged to use their initiative, and be creative and imaginative. For instance, children playing in the sand tray are eager to make mud. They know they need to add more water to the sand in order to do so. They seek out some cylindrical vessels for carrying the water from the bathroom to the sand. One of the children knows to use a bigger vessel as this means less trips from the bathroom. They eagerly set about making mud, feeling it squelch between their fingers as the consistency changes. They are enthralled as they watch the heavy sand sink to the bottom of their vessels. The children work co-operatively and conscientiously, sharing their ideas as they proceed. They enthusiastically join in the song about five speckled frogs as they play in the sand tray. The children work very well together as they make 'pools' for the frogs.

Children consistently use numbers and mathematical language throughout their play and everyday occurrences such as mealtimes. For example, when queuing to go up the stairs, children are assigned a three dimensional gel-number. Starting with number one, children are asked to identify their number and join the queue as the first, second, and so on, depending on their number. Children have very good number recognition. This is reinforced as they run their fingers along the lines and shape of the three-dimensional number. Practitioners use positional language such as, 'the back of' and 'in front of'. Children are starting to use their knowledge of numbers to solve simple mathematical problems. For instance, they calculate how many plates are needed at eating times or join in discussion about the shape of the plates.

Children are starting to use language to communicate and express themselves. Communication is actively promoted throughout setting. There are lots of attractive books to look at. These are mainly housed in an inviting cosy area under the free-standing stairs. Children are drawn into this lovely book area where they can stretch out and savour the wide choice of good quality reading material without being disturbed. Children become so engrossed in looking at the exciting books, such as those about people of other cultures, they do not realise it is home-time. Practitioners give high priority to capturing a child's interest. They are rewarded by seeing children fascinated by good quality pictures of children and people from around the world or are enchanted by the home-made book containing photographs of themselves and others attending the nursery.

Children have some opportunity to use a computer and printer. However, this is presently limited to the occasions when the manager brings her laptop computer from home. When children are fortunate enough to access a computer, they quickly become skilled in producing a picture and printing the result on the printer housed in the entrance hall. They proudly tell all in the vicinity of their achievement, waving their creation in their excitement.

Helping children make a positive contribution

The provision is good.

Children are happy and confident and staff clearly value children's individuality. Children behave very well and know what is expected of them through clear and consistent explanations from staff. Children are encouraged to work as a team and respect each other. Children receive constant praise and encouragement for their efforts and achievements, which helps build their self-esteem. Children's social, moral, spiritual and cultural development is fostered.

Children are highly valued as individuals. The staff know each child very well through the effective support they provide for children's activities and the on-going communication with parents. Children are encouraged to develop a strong sense of belonging and be a part of a community. They like to look at photos of themselves and people they know or look in the mirror as they wash and chat with their friends. They go on walks to venues such as the building site opposite the nursery, stopping on the way at the post-box to talk about the work of the 'postie'. They enjoy resources such as refuse trucks and toy plant machinery which they use to replicate the building site. The children are fascinated by the site and spend time looking out the window on the first floor then recreating it using sand and vehicles. Children speak animatedly about the refuse collection each week, demonstrating what happens with a small-scale replica truck. They know how many bins have been emptied and whether the collectors have responsibly closed the nursery gates properly.

Partnership with parents and carers is good. Parents are well informed about their children's progress and there are effective systems for involving them in their child's learning. Progress records are accessible to parents at all times and there are formal opportunities for discussing these on a regular basis. This enables staff and parents to work well together to fully support the children's progress and has a positive impact on children's learning. The setting uses suggestion questionnaires to determine parents' views and makes sure it acts upon them. Coffee mornings are held for parents to look at their children's file and talk to staff. These are held on a Saturday to make sure working parents can attend with their children. Parents are very pleased with the service they receive and make comments such as, 'very impressed', 'staff brilliant' and 'plenty of educational activities'.

Organisation

The organisation is good.

The organisation is good. Children are cared for by committed and experienced staff who work very well together as a team, providing smoothly run sessions. Thereby, children know what to expect, settle well and feel secure. There is an effective system in place for vetting and supervising new staff. This ensures children are well protected and cared for by staff with knowledge and understanding of child development. Staff continue to improve their knowledge by attending courses and workshops, using this knowledge effectively to provide children with a wide range of learning experiences.

The effective organisation of the premises, resources and structure of the day means that children are active in a safe environment, and take part in a variety of experiences. All the required documentation and records are in place, well organised, stored confidentially and completed appropriately.

Leadership and management of the provision for nursery education are good. The registered person and staff have clear aims and objectives with regards to children's learning. They are

dedicated to maintaining the high quality provision through constant evaluation of activities and practice. Staff and management work hard and are able to evaluate their practice to ensure children are able to reach their full potential within the early learning goals. Staff are motivated, following the manager's skilled leadership.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- review risk assessments in respect of safety on the stairs and safety in the sun to make sure they are effective in protecting children

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 ICT to make sure children have opportunities to explore computer technology.

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