

Busy Bees at The QE Hospital

Inspection report for early years provision

Unique Reference Number	EY344321
Inspection date	21 July 2008
Inspector	Angela Dyer
Setting Address	Facilities Estates, Queen Elizabeth Hospital, Edgbaston, Birmingham, West Midlands, B15 2TH
Telephone number	0121 428 4950
E-mail	
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Busy Bees at the QE Hospital is part of a large chain of nurseries run by Busy Bees Childcare Limited. The nursery registered in 2007 and operates from purpose built premises situated within the grounds of the Queen Elizabeth Hospital, Birmingham. The nursery opens five days a week all year round, from 07.00 until 18.00.

A maximum of 136 children may attend the nursery at any one time and there are currently 100 children from birth to five years on roll. This includes 38 children who are in receipt of nursery education funding. Children are able to attend for a variety of sessions. The nursery currently supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery employs 38 members of staff, of whom 34 hold relevant early years qualifications and two are working towards an early years qualification. The nursery receives support from a teacher mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively protected as all areas of the nursery are kept clean and hygienic. Nappy changing routines are good and staff wear disposable gloves and aprons for each nappy change to prevent the risk of cross-infection. Soap and paper towels are available in the bathrooms for staff and children to promote good hygiene practices. Older children demonstrate an understanding of the routines and the necessity to wash their hands and staff reinforce this through discussion and gentle reminders.

First aid supplies are well-stocked and a large number of staff hold current first aid certificates. Therefore, in the event of an accident or illness staff are clear of the procedures to be followed. Staff are fully aware of children's individual health needs and are proactive in accessing further training, including asthma awareness and epi-pen training, to ensure they have the relevant skills and knowledge to meet children's needs effectively. Parents are kept informed of their child's health and of all accidents involving their children.

Meals are freshly prepared on site by the nursery cook with high regard given to meeting children's individual dietary requirements. Menus, which include a separate weaning menu for babies, detail a range of tasty and nutritious meals. All children within the nursery have access to drinks throughout the day to ensure they remain hydrated, with older children able to help themselves to their named water bottles.

Children have daily access to a spacious outside area which is divided into three areas enabling children of all ages to play outside safely. Whilst outside children are able to develop control of their bodies by riding on wheeled toys, balancing on beams and playing football. During warmer weather the outside area is also used as an extension to the nursery for structured activities including sand and water play, art activities and role play. There are also exciting plans in place to develop the garden which will provide children with further opportunities to explore their natural environment through planting and observing the bird life in the garden via a webcam.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, welcoming and child-centred environment where they are grouped according to age, with older children being cared for on the first floor. The nursery is purpose built and very well maintained and although the first floor can become quite warm, due to the limited window openings, fans are used to cool the rooms down and plans are in place to fit air-conditioning.

Children are closely supervised when playing inside and outside to ensure their safety. Staff carry out regular safety checks in relation to resources and the indoor and outdoor environment. However, although no risks were identified, these checks do not fully identify the actions required to ensure that potential hazards are always reduced or eliminated in a timely manner. Children are beginning to learn about how to keep themselves and each other safe as they are reminded about simple safety rules and the fire drill is practised on a regular basis to reinforce children's understanding of what to do in the event of an emergency.

Children are well protected because staff have a professional understanding of the child protection procedures and are fully aware of their roles and responsibilities to protect the children in their care. Staff know how to recognise the possible signs and symptoms of abuse and neglect and are confident about when to put the appropriate procedures into practise.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery environment is bright and welcoming and good use has been made of children's artwork and photographs, particularly at low-level where they can be enjoyed by children. All children are allocated a keyworker which promotes continuity of care and provides parents with a regular contact to discuss their child's progress with. Staff have a detailed knowledge of children's skills, interests and needs, which is further enhanced by the information shared by parents.

Babies enjoy warm, positive relationships with staff who demonstrate a detailed knowledge of their needs and routines. Babies benefit from staff sitting and interacting with them whilst playing, introducing new language and demonstrating new skills. Staff provide various sensory play experiences for babies and young children as they explore different materials including paint, mashed potato, compost, jelly, cornflour and sand. Children enjoy a range of activities and the organisation of equipment allows children to independently select resources.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a basic knowledge of the Foundation Stage although some lack confidence in how to use children's assessments in order to plan for their next steps in learning. Staff follow activity plans and have a suitable understanding of what children are expected to learn, recording their progress in individual 'tracker records'. However, as staff do not always plan for how they will adapt activities, to take into account children's different levels of attainment, opportunities to challenge more able children are not always fully explored.

The organisation of the learning environment lacks creativity and as a result some areas of the pre-school room, including the book area and the role play area, are not used to their full potential. Staff make satisfactory use of the resources available to support children's learning, however, some activities lack interest leading children to be occupied but not fully stimulated to learn. Staff have a calm approach to managing children's behaviour and children demonstrate a clear understanding what is expected of them in terms of acceptable behaviour.

Children form good relationships with staff and each other. They understand that they are part of a group and are able to share and take turns. Staff use registration time effectively to greet each other and enable children to develop a sense of belonging. Children make choices about the activities they participate in, however, some activities and routines are over directed by staff, therefore, restrict children's independence. Children communicate effectively, listening to staff and regularly initiating conversation. Children enjoy acting out their favourite stories taking on different roles and are beginning to show an interest in books. However, opportunities for children to make marks and write for different purposes are limited.

Children show an interest in counting and numbers during daily situations such as counting their friends at registration time. Children are gaining confidence in solving simple addition and subtraction problems during practical activities and are beginning to use mathematical

vocabulary and language to describe position and size. Whilst outside children move with control and coordination when riding wheeled toys and are able to use a range of small tools and equipment with ease.

Children have opportunities to use the computer and programmable toys, where they develop an understanding of how things work and how to operate technological equipment carefully. Opportunities are also provided for children to be creative through painting activities and exploring other materials including sand and water. Children enthusiastically join in with singing and, despite the role play area being fairly basic, enjoy imaginative play, confidently acting out their favourite stories whilst taking on different roles.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals and have equal access to a range of resources that promote equality, for example books and puzzles showing positive images. Children participate in activities to promote their understanding of the needs of others and the wider world around them, including looking at different cultural events and flags from around the world. Staff demonstrate a commitment to ensuring all children are included and work in collaboration with parents and other professionals. Children's individual needs are identified and met effectively as individual play plans help children realise their potential.

Staff have a clear and consistent approach to managing children's behaviour. Children are well behaved, play well together and have formed positive relationships with other children and staff. Children have a good understanding of the boundaries and respond with enthusiasm to staff praise and encouragement. Children are able to take turns, with suitable adult support, and show care and concern for each other. Children's spiritual, moral, social and cultural development is appropriately fostered.

Positive and friendly relationships have formed between staff and parents, which contributes to children's well-being. Parents are encouraged to share information about their child's needs before they start at the nursery to promote consistency in care. Information is provided about the nursery in a detailed prospectus, via the information board and through regular newsletters. Parents are also invited to attend various nursery events including open days, parents' evenings and graduation ceremonies. The nursery has also recently recruited a number of parent representatives, with whom the managers intend to meet with to answer any queries and share information in relation to any nursery developments. Parents report that they are very happy with the care their children receive and comment particularly on how settled their children are and the positive interactions between staff and children.

The partnership with parents and carers is good. For parents whose children are in receipt of nursery education funding additional information is provided in relation to the Foundation Stage and activities provided. Suggested activities which can be carried out at home are available for parents via the newsletters to encourage them to be involved in their children's learning. Parents have regular opportunities to discuss their child's progress with staff both informally and at planned parents' evenings.

Organisation

The organisation is good.

The nursery environment is bright, well-maintained and welcoming, due to the attractive presentation of children's artwork, which promotes children's sense of belonging and self-esteem. Children benefit from being cared for by caring staff who enjoy their roles and develop warm, positive relationships with the children in their care. A high number of staff are qualified and recruitment and vetting procedures are thorough, ensuring staff are suitable to work with children. Regular appraisals identify staff training needs and staff attend regular staff meetings to promote quality and consistency in their practices. Overall, children's needs are met.

Children's records are detailed and informative ensuring staff have a sound knowledge of children's needs. Children's welfare, safety and care are effectively promoted as the registered body ensures that all legally required documentation and records are maintained.

Leadership and management is satisfactory. The management team are committed to ensuring that children progress and develop in a safe, stimulating environment. They have a clear vision for future practice and parents and staff are involved in monitoring and evaluating the service to identify strengths and weaknesses. However, some weaknesses in teaching and learning have not yet been fully addressed. Communication between staff is effective and they are committed to providing a good service to children and their parents. Staff are deployed effectively meaning children are supervised appropriately at all times.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been four complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

On 28 September 2007 concerns were raised about adult to child ratios, the supervision of children and contingency arrangements to cover unexpected staff absences. These concerns relate to National Standard 2: Organisation and National Standard 6: Safety. Ofsted conducted an unannounced visit to the provision on 2 October 2007. We found that adult to child ratios were not being met at all times, registers of attendance for staff and children were not being accurately maintained and contingency arrangements did not ensure that sufficient staff were available to supervise children appropriately. Consequently, actions were raised under National Standard 2. The provider failed to meet the actions and, following another visit on 12 December 2007, the provider was served with a compliance notice under National Standard 2. A monitoring visit has since been conducted and the provider was found to be meeting the National Standards.

On 3 December 2007 Ofsted received concerns regarding staff: child ratios and lack of resources. These concerns relate to National Standard 2: Organisation and National Standard 5: Equipment. Ofsted conducted an unannounced visit to the provision on 12 December 2007. At the time of the visit there was evidence found to suggest that National Standards were not being met and three actions were raised in relation to the care of children under two years, the deployment of staff and the sufficiency and suitability of toys and play materials. An appropriate response to the actions was received on 30 January 2008.

On 12 December 2007 Ofsted received concerns regarding safety concerns. These concerns relate to National Standard 6: Safety. Ofsted conducted an unannounced visit to the provision on 12 December 2007. At the time of the visit there was evidence found to suggest that National Standards were not being met and an action was raised in relation to reviewing the risk assessment process and minimising identified risks, this was particularly in relation to uncovered socket covers, unsecured fire extinguishers and unlit rooms. An appropriate response to the actions was received on 30 January 2008.

On 29 May 2008 concerns were raised regarding adult to child ratios, supervision, accidents not being reported to parents and parents not being informed of the provider's investigation outcome. These concerns related to National Standard 2: Organisation, National Standard 6: Safety, National Standard 7: Health and National Standard 12: Working in Partnership with Parents and Carers. Ofsted conducted an unannounced visit on 02 June 2008. Following discussion with staff, observation of ratios and examination of certain documentation we found that National Standard 2 and 6 were being met. However, National Standard 7 was not being met in relation to accident recording and an action was set. Two recommendations were also raised to further improve practice in relation to communication with staff and parents and the settings procedures for the handling and recording of complaints. An appropriate response to the actions was received on 3 July 2008.

All complaints made to Ofsted are recorded in the complaints record. 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.

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 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 the risk assessment process and ensure it includes an action plan with timescales to be taken to minimise identified risks.

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):

- improve the learning environment to ensure that it is stimulating and captivates children's interest and ensure that activities provide sufficient challenges to enhance children's learning

- provide children with further opportunities to become increasingly independent in routine activities
- provide further opportunities for children to write for different purposes
- ensure that assessments are informative and objective to assist in planning for children's future learning needs and continue to develop planning to ensure that staff are clear about how to adapt activities for children of different stages of ability.

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