

Busy Bees Seahouses CIC Ltd

Inspection report for early years provision

Unique Reference Number	EY369896
Inspection date	20 May 2008
Inspector	Ann Marie Lefevre
Setting Address	Seahouses First School, Main Street, North Sunderland, SEAHOUSES, Northumberland, NE68 7UE
Telephone number	01665 721703
E-mail	busybeesnursery@btinternet.com
Registered person	Busy Bees Seahouses CIC Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 Nursery and Out of School Club is registered to provide care for a maximum of 26 children who are aged from six weeks to under eight years. There is a maximum of six children under the age of two years and three under one year. There are currently 42 children on the roll. The group is participating in the Foundation Stage of Learning initiative; funded three and four-year-old children attend. There are currently 18 pre-school children who are funded.

Children are accommodated within a purpose-built, single storey building which is for the sole use of the childcare provision. The setting is situated in the small coastal town of Seahouses and close to local amenities. There is an entrance foyer, reception area/playroom, main playroom and a baby sleep room. There is a fully equipped kitchen, toilets for children and staff, a laundry and an office. A fully enclosed outdoor play area is adjacent to the main playroom. The group serves the immediate community and surrounding areas. The premises are open from 08.00 until 18.00, Monday to Friday, for 50 weeks of the year; it is closed for two weeks over the Christmas holiday period. The times of opening may be subject to demand.

Overall responsibility for the nursery lies with the directors of the Community Interest Company Limited. There is a care manager, a deputy manager, three regular and one back-up staff. Students and volunteers are welcomed into the setting. The group benefits from close links with the local school. There is also support from an early years adviser.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a variety of opportunities to learn about the importance of health and hygiene in their daily routines and activities. They are encouraged to take age appropriate responsibility in relation to hygiene and wash their hands carefully before handling food and after messy play or going to the toilet; wipes are also used. Liquid soap and paper towels are available in the washroom which helps to prevent cross infection. Children gain awareness of keeping their bodies clean and healthy in ongoing discussions with staff. They also learn about general health, for example, dressing appropriately for the weather, healthy eating and dental hygiene. They learn about keeping their play areas tidy because staff act as good role models and children are encouraged to give age appropriate assistance; many are keen to put small play items away or help put out milk at snack time.

Children's health requirements and needs are identified and met through a range of detailed recording systems and policies. These are maintained so that parents and staff members are kept informed about any health issues. Accident records are maintained, signed and dated; any recurring accidents would be reviewed and addressed. The medication recording procedure is effective and shows respect for confidentiality. Various staff members have completed appropriate first aid, food hygiene, epi-pen and other health and safety training. There is a very well stocked first aid kit in the kitchen which is formally checked and replenished when necessary. In addition, suitable provision is made for outings. Staff ensure that children benefit from being cared for in a clean and healthy environment.

Younger children and babies have clearly defined nappy changing, sleep and feeding routines. Staff are sensitive as they change nappies. They ensure that the changing mat is thoroughly cleaned after use and nappies are disposed of hygienically. Babies and toddlers have naps in the designated baby sleep room and are checked regularly by staff. There are also comfortable areas with cushions for sleep in the playroom for toddlers and two-year-olds so they are able to relax and take naps. Staff complete charts in relation to nappy changing, naps, and feeds as well as activities and they provide written feedback for parents and carers at the end of each day.

Children benefit from the healthy eating policy in the setting. They enjoy freshly prepared snacks from the nursery kitchen. Children enjoy food, such as fresh fruit and raw vegetables or pitta bread with cream cheese for their snacks. Those staying for lunch may bring a packed lunch or have a meal prepared by the local school kitchen. Staff ensure that any special dietary needs are adhered to; they work closely with parents and obtain detailed information about the children to make sure that they have the necessary nutritional balance for positive growth. Mealtimes are pleasant social and learning events. Children have regular drinks of milk or water with their food. Additional drinks are available as required as children may help themselves from the water dispenser in the playroom. Children benefit from learning about how food arrives on the table as they participate in simple cookery tasks.

Children develop their physical and emotional well-being as they participate in stimulating activities and projects which exercise their bodies as well as develop their thinking skills. They are confident as they use the wide range of large and small play equipment in the setting. Children benefit from being outdoors in the fresh air as they use the excellent imaginatively equipped outdoor play area for planned activities or just running around and having fun. In addition, children do lots of energetic physical activities in the playroom as they enthusiastically join in movement, songs and rhymes to help them with their learning as well as exercising their bodies. Children also develop emotionally as they build positive relationships and socialise with other children and adults in their play activities; this is a real strength in the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are attractive, comfortable and welcoming, with the playrooms being organised to good effect for children to use safely. Children access the designated childcare areas with effective, age-appropriate supervision and support from the staff. They are encouraged to be aware of safety, both inside and outside the setting, during their daily routines and activities. Staff ensure the premises are safe and secure so that children are protected; there are push-button codes to gain access to the premises and closed-circuit television systems enable staff to monitor anyone coming into the nursery. The staff are extremely vigilant and at present pay particular attention to the main entrance as the security exit doors do not always click closed when people leave the premises; staff are looking towards addressing the problem. There is also an additional security door system to the main playroom. Children learn about keeping safe in practical ways, for example, being careful when using equipment in the setting and they are closely supervised in the outdoor play areas where they can enjoy lots of energetic activities. Children participate in activities about road safety as they may encounter traffic during their outings.

Staff take effective measures to ensure that children do not gain access to hazardous areas or materials. Formal risk assessments are undertaken in the setting each day to make sure the premises and grounds are kept safe for the children. Fire exit signs and appropriate fire fighting equipment are in place, and fire drills are undertaken on a regular basis. Sockets are covered, there are finger guards to doors and heaters are not accessible. Staff are vigilant and take steps to ensure that play resources, equipment and furniture are maintained in a safe and clean condition for the children attending; all items are checked frequently. Staff ensure that toys and resources are of high quality, comply with safety standards and are appropriate for the age and stage of development of each child.

Children are protected effectively as there is documentation in relation to child safety in the setting. Recording systems are used in conjunction with written parental consents to ensure consistency of care for each child. Current public liability insurance is in place. There are detailed policies and procedures in place, including child protection and staff have completed relevant training. Staff have a clear understanding of what to be aware of, who to contact and what to record if a child protection issue was to be raised in the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Staff prepare very well for each day and ensure that all necessary materials and equipment are in place both for the planned activities and additional free-play. They have a sound

understanding of the 'Birth to three matters' principles and this is reflected in their practice. Clear and effective planning and monitoring systems are in place and it is evident that information gained from ongoing monitoring informs future planning and practice in relation to the age range attending. Staff are sensitive to the differing needs of each child in relation to age and stage of development. There is a close partnership between staff and parents to ensure that each child can benefit from their placement in this setting.

All children thrive and progress really well as they participate in a varied and exciting range of activities and projects that introduce new learning experiences as well as develop their existing skills. Babies, toddlers and two-year-olds are supported and enjoy activities in keeping with their ages and abilities. Children explore and use their imaginations in enjoyable and educational ways as they are guided and encouraged by the staff members. They are supported in the setting allowing them to settle and benefit from the staff's affectionate and calm approach to their care and learning. Staff have a clear awareness of the care of children in early years and this is reflected in their work with all of the children who attend.

Children build positive relationships with staff. Babies, toddlers and older children learn through the many play opportunities which are available throughout each day. They enjoy activities, such as creating lovely artwork, completing puzzles, participating in a range of sensory activities, joining in games of pretend and being involved in exciting story times. Children benefit from many opportunities to learn and develop their understanding of texture, colour, shape, number and dimension. They gain awareness of formative mark making and emerging writing skills. Age-appropriate access to large and small tools and playthings ensures that they have positive experiences which promote and develop their hand-eye coordination skills. Children also form very positive relationships with their peers as they develop their growing sense of independence and interdependence.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a clear understanding of the Foundation Stage of learning. There is detailed planning in place which is used in the setting reflects the early learning goals and the six areas of learning. Staff carefully monitor and assess the children's learning progress as they participate in activities and projects; this is essential as staff determine the effectiveness of current planning, the impact on children's learning and development and what steps need to be taken in the future. Staff use a variety of teaching methods and tools, for example, in their attention to detail in organising play areas and equipment to be inviting and promote learning, age-appropriate resources are readily accessible, there is consistent use of upper and lower case letters for labelling, and there are exciting displays of children's work. Play resources are used to provide many learning and life experiences. There are planned and incidental education opportunities occurring throughout each day; however, the grouping of children aged from two to under five years together for most activities can at times result in the older ones not receiving sufficient challenge due to the differing demands of the younger ones.

Children freely access interesting activities and projects which enhance their existing skills and help them to learn new ones. These are organised to allow for flexibility and spontaneity, which enables each child to choose what they want to do and introduce their own ideas. Children are enthusiastic in their use of the play areas which allows them to develop their understanding and have fun. They confidently use the play resources with staff and their peers. They engage in discussions as they work in planned and incidental activities; they also have space to focus on individual tasks.

Children become familiar with the written and spoken word and listen attentively to guidance from adults. They practise mark making and develop their formative writing skills using a variety of tools and media. They enjoy story time and take an active role in discussions. Children learn about numbers and simple mathematical concepts as they are incorporated in a variety of activities and routines throughout the day. They develop their number recognition and counting skills while learning about simple addition and subtraction. They learn to identify shapes and patterns as well as gain an awareness of concepts relating to dimension. Creative development is encouraged and features highly in the nursery as children engage in lots of music, song, movement and rhyme as well as in many varied art and craft projects. Children are confident in recognising different colours and learn about what happens when different colour paints are mixed. They create lovely pictures using a wealth of materials and learn to appreciate different textures as they exercise their imaginations.

Children benefit from the very positive community spirit in the setting as well as building an awareness of the wider world and different cultures. They develop their knowledge and understanding of the natural world as they learn about animals and growing things; they are also taught to respect the environment and living creatures. There are practical experiences as they participate in planting and tending seeds which are flourishing in the outdoor area. Children have many opportunities to learn about modern technology and using equipment which enables communication. The two computers in the playroom are turned on at all times, therefore, children are able to develop their skills in planned activities or access freely themselves. They are confident as they use the mouse to navigate the screens to complete learning programmes.

Staff use clear and simple language and sensitive guidance which enables the children to learn and progress well. Staff are adept at introducing new concepts and also reinforcing what has been learned in meaningful ways. Close links with the school and parents ensures that children are afforded consistency in their care and early learning as they progress towards their school careers.

Helping children make a positive contribution

The provision is good.

Children benefit from the staff's very positive attitude towards equal opportunities and respecting individual and differing needs. There are many effective ways for children to develop their awareness of local and wider communities. There are close links with the local school and a real community spirit is evident in the contact parents and carers have with the nursery. Children experience celebrations and festivals, for example, as they learn about Easter and join in related craft activities or attend an Easter service at the local school. The setting has been registered for a relatively short time, however, staff have plans in place to help children learn about less familiar religious and cultural celebrations. There are many resources in the setting which reflect differing backgrounds and abilities, but many of these are still to be set out in the playroom. Stereotyping is discouraged and all children have the opportunity to participate in age appropriate activities according to their stages of development.

Children learn about sharing and valuing others from the very good role models provided by the staff. Staff gently support, praise and encourage all children in their daily routines and activities which helps them to develop their self-esteem and sense of belonging. Children build confidence in relating to their peers and adults as they are encouraged to share their opinions and take an active role in the group in keeping with their age and stage of development; this is a strength in the nursery. They express their ideas and thoughts and learn to communicate well. Children are polite and well behaved. They show that they are very happy and relaxed in

the nursery and they respond well to the sensitive guidance from the staff. Children freely make choices in their play and daily routines and are confident as they select playthings and participate in activities. All children are clearly valued by the staff who have an awareness of the them which ensures there is consistency and continuity in each child's placement.

The partnership with parents and carers is good. Parents participate in the exchange of information necessary for their child's care. They are kept well informed about daily issues and are aware of planning and topics for activities. There are very useful information displays and an attractive welcome booklet to ensure that parents and carers have a clear understanding about the nursery service provided for their children, although some parents stated they have not received the booklet yet. There are individual development files and journals which are available for parents to see how their children are progressing. Many lovely examples of the children's work are displayed in the setting and children take lots of their art and other craft projects home to show what they have achieved. Some parents gave their views during the inspection and were really positive in their comments about how their children are progressing and they are very happy with the care provided by the staff team.

The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Leadership and management is good and ensures that smooth, consistent practice is in place for the benefit of all the children and their parents and carers. Staff are caring and sensitive in their approach to their work in the daily care and education of the children. This is reflected in all aspects in the setting; in the organisation of the child care areas, in the many safety measures taken and in the range of resources, activities and equipment provided which help children learn and develop. Clearly defined and sensitive daily routines enable children to settle well and feel secure. The staff team work very well together in order to provide a smooth and consistent service for the children.

Informative files, noticeboards and many other means are available to enlighten staff and parents. A wide range of policies and procedures, such as child protection, behaviour management and equal opportunities are used to inform practice and protect the children. There are detailed recording systems in place including individual child records which are used for the benefit of children attending, their parents and for the staff team. There are clear procedures to record child, staff and visitor attendance. However, the format for recording children in the attendance register is a little confusing and late arrival and early departure times are not clear. Accident records are maintained and staff ensure that any recurring accidents are monitored and addressed, however, incident and accident records are in the same book which makes it difficult to track the individual elements.

Children clearly benefit from the care provided and from the staff's positive attitude towards their own training and personal development. Staff members have completed a wealth of relevant courses relating to the health, welfare, safety and educational needs of the children. They are actively looking towards the Early Years Foundation Stage and continue to look at further development to enhance their existing very good practice and skills.

Overall, the provision meets the needs 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 the 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 that records are maintained so that they are clear and easy to understand.

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):

- ensure that the grouping of children allows the older children to have sufficient challenge.

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