

Busy Bees at Milford

Inspection report for early years provision

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| Unique reference number | EY288008 |
| Inspection date | 19/09/2008 |
| Inspector | Pat Cox |
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| Setting address | Dungannon Road, Nottingham, Nottinghamshire, NG11 9BT |
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| Type of setting | Childcare on non-domestic premises |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The nursery is partly funded under the Sure Start arrangements and is one of the Busy Bees chain of nurseries, opening in 2004 on the site of Milford Primary School. It has five classrooms for different age groups and each has its own access to an enclosed and grassed outside play area. It is housed in purpose-built accommodation with good access for all children, including any who may have a disability. It is open from 08.00 until 18.00 and is registered on the Early Years Register for up to 58 children at any one time. There are 75 children on roll; some attend full-time while others attend for two or three days or some other part-time arrangement. Numbers have been rising very recently.

A few children attend this nursery for a short time for breakfast in the morning and then return in the afternoon using the facilities before the nursery class in Milford Primary School starts and after it finishes. The present age range is from four months to four years. Seven children receive funding for early education. Almost all of the children speak English as their first language. A few children have been identified as needing additional support to learn. There are 13 teaching staff in total, all of whom hold appropriate qualifications for this age range.

Overall effectiveness of the early years provision

The nursery provides well for the children who attend. As a result of outstanding leadership and management, children's individual needs and their health, safety and welfare are promoted extremely well. They thoroughly enjoy their time in the nursery and achieve well. Partnership between the nursery and its parents is excellent. As a result, children are well prepared for the next stage of their education and their lives in the community when they leave.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff take all opportunities to develop children's speaking skills
- put into action plans already in place to develop the outside areas, provide covered sections, and use to support children's learning in all aspects
- continue to develop the practitioners' planning, with even more involvement of parents, so that it is consistent in showing how children are to develop individually.

The leadership and management of the early years provision

The manager provides outstanding leadership and management. In the short time she has been in post, she has carried out rigorous and accurate evaluations of the nursery provision and identified all areas where improvement was needed. Many initiatives have been put in place to bring about the necessary changes and the

developments in the provision reflect her commitment to high quality. All appropriate policies are in place and implemented effectively. Staff work together well as a close team, sharing the values the manager promotes. Safeguarding requirements are completely met and the nursery keeps a register showing the checks that have been carried out. All issues for improvement identified during the previous inspection have been dealt with thoroughly. The areas where further improvements are required have been identified and are being tackled with energy and enthusiasm.

The nursery is extremely well organised and routines very well established and understood by all. There are very good partnerships with parents, who are very pleased with what is provided. Parents receive frequent newsletters informing them about events and initiatives. The manager has begun a parents' liaison group in order to improve communication between them and nursery to bring the relationship even closer. Parents' questionnaires are sent out regularly and action taken on the results. There are frequent parents' meetings and constant communication between practitioners and parents at the start and end of sessions. There are shared events, such as the 'Circus Day', enjoyed by the children and many parents. The nursery uses outside expertise very well for children who need support with their learning. It ensures that all are included.

Relationships in the nursery are very good and there is a calm and purposeful atmosphere. There are extremely rigorous risk assessments, reviewed regularly. The manager keeps very careful checks that staff have read all policies and these are reviewed regularly. Staff are deployed very well, so that their talents and expertise are used appropriately and there are good staff to children ratios. The nursery has outstanding capacity to improve because the manager and staff are united in their pursuit of the highest quality provision and have a clear understanding of how to bring about their intentions, the nursery has outstanding capacity to improve.

The quality and standards of the early years provision

Children achieve well in the nursery and make good progress towards the goals expected for their age. They are encouraged to explore the rich and well-resourced environments that staff set up for them. The rooms are set up very well for the different age groups catered for. Staff encourage children to take many opportunities to develop their skills and knowledge through adult directed and independent activities. There is an interesting room devoted to sensory experiences and there are good plans to improve it. Altogether, there is good provision for children to develop in all the areas of learning and to play together. Since the previous inspection, staff have set up a detailed assessment system so as to plan activities based on children's previous knowledge and development. Parents are involved in identifying what their children are able to do when they start nursery and staff have well-designed plans to develop this partnership even more closely. Staff are using their assessments soundly to ensure that the activities are at an appropriate level for the children and are alert to those who may need additional support to learn. However, planning, though good overall, is not yet entirely consistent between classes or through the different areas of learning.

Staff are careful in their observations of children's development and progress, and work hard to make activities enjoyable and challenging, although occasionally the resources being used in independent activities are a little too difficult for the age group. Nevertheless, children are totally involved in the tasks they are set and make good progress in developing their skills and knowledge in almost all areas. For example, the oldest children thoroughly enjoy listening to and joining in familiar stories and answering questions about them. They are enthusiastic about making marks to 'write' about what they have done and painting pictures to represent themselves and their families. However, while staff ensure that children interact with each other and with adults, they sometimes miss opportunities to develop their speaking skills. The outside areas have a good space for each group of children and the resources are adequate and in good condition. However, they are not of the same quality and variety as the inside resources. Children thoroughly enjoy using them to develop their physical skills but the nursery does not always use the outside areas as a full part of the daily routine.

The nursery has a very strong focus on health, safety and security. Staff emphasise cleanliness regularly, setting a very good example and insisting that children wash their hands after eating and using the toilet. Nappy changing is done sensitively and hygienically. The nursery provides healthy snacks and lunches and encourages children to choose well. This helps them to develop good eating habits. The positive relationships and care provided ensure that they behave extremely well and treat each other with respect. There are few disputes and those that occur are resolved sensitively. Through careful encouragement and guidance, they develop the ability to play together, taking turns and sharing very well. Children develop their independence extremely well from the time they enter the nursery because they are encouraged to take responsibility for themselves and their belongings. Consequently, they rapidly become confident and assured in making decisions and looking after each other. The oldest children concentrate extremely well, often becoming totally involved in their play. For example, one child spent a considerable time on an activity with animal toys and explained extremely articulately how whales and sharks were different because of their teeth and the way they move.

The nursery environment reflects the commitment to children's progress and enjoyment. Displays are vibrant and interesting, designed to stimulate children and celebrate their achievement. Corridors also have very good displays, for example helping parents to understand the national guidelines for the Early Years Foundation Stage (EYFS). Displays of different festivals and the celebration of these help children to understand more about the faiths and cultures of others as well as their own.

Annex A: record of inspection judgements

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

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Good |
| How well does the provision promote inclusive practice? | Good |
| The capacity of the provision to maintain continuous improvement. | Outstanding |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | Outstanding |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Outstanding |
| How well does the setting work in partnership with parents and others? | Outstanding |
| How well are children safeguarded? | Outstanding |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Outstanding |
| How well are children helped to stay safe? | Outstanding |
| How well are children helped to be healthy? | Outstanding |
| How well are children helped to enjoy and achieve? | Good |
| How well are children helped to make a positive contribution? | Outstanding |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.