

Busy Bees Nursery Schools Ltd

Inspection report for early years provision

Unique reference number 251744
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Inspector Sarah Johnson / Deirdra Keating

Setting address Beck House, St. Johns Street, Beck Row, Bury St.
Edmunds, Suffolk, IP28 8AA
Telephone number 01638 718249
Email jeanbeales@btinternet.com
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Busy Bees Montessori Nursery School Ltd opened in 1982 and is privately owned and managed. It operates from five classrooms in a purpose built building, situated in the village of Beck Row in Bury St Edmunds, Suffolk. The premises has a small ramp leading to one of the entrance doors and there are accessible toilets available. Two secure enclosed outdoor areas and an adjoining farm are used for outdoor activities. Children also have daily supervised access to an indoor heated swimming pool. A maximum of 111 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 06:45 to 18:00 for 51 weeks of the year. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 275 children on roll, 213 of whom are within the Early Years Foundation Stage (EYFS) years. Children live in the local area and some also attend early years sessions at nearby primary schools. The setting is in receipt of nursery education funding and currently supporting a number of children with learning difficulties and/or disabilities and children who are learning English as an additional language. Care is also offered to children aged over five years to eight years, before and after school, and during holidays. Minibus transport is offered to and from Beck Row Primary School, St Mary's Primary School and West Row Primary School.

There are 21 members of staff. Of these, 18 hold appropriate early years qualifications and two members of staff are working towards further qualifications.

Overall effectiveness of the early years provision

Children's welfare is potentially compromised as the setting's safeguarding procedures do not reflect the requirements of the Early Years Foundation Stage (EYFS). Children make very good progress in their learning and development in a welcoming and stimulating learning environment. They receive good support from staff who foster strong partnerships with parents and carers to ensure children's individual needs are met. The processes for self-evaluation are effective and all staff demonstrate a positive attitude towards continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective safeguarding policy and procedure, including the procedure to be followed in the event of an allegation being made against a

01/12/2008

member of staff (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register)

- notify any child protection agency previously identified by the Local Safeguarding Children Board (LSCB), without delay, of allegations of abuse (Safeguarding and promoting children's welfare) 01/12/2008
- inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises and of the action taken in respect of these allegations (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register). 01/12/2008

To improve the early years provision the registered person should:

- ensure observations and assessments are used systematically throughout the provision to identify learning priorities and plan relevant and motivating learning experiences for each child
- support staff in improving their skills and knowledge of supporting children who are learning English as an additional language.

The leadership and management of the early years provision

Arrangements for safeguarding children fail to ensure that necessary steps are taken to fully safeguard and promote the welfare of children. Although the manager implements the procedures set out in the setting's written safeguarding policy, the policy does not include an appropriate procedure for dealing with allegations of abuse made against a member of staff. In addition, the policy does not address the requirement to notify Ofsted and any child protection agency, without delay, of such allegations. Most of the staff, including the manager, have attended training focusing on safeguarding children. Thorough checks are carried out on all staff to ensure children are cared for by suitable people and detailed records of these checks are kept. Children are protected further as the staff carry out thorough daily risk assessments of all areas of the premises and before embarking on any outings with the children. Children experience very good levels of direct support and attention because the manager organises the staff to ensure the adult to child ratios are high and often exceed the minimum requirements.

Staff provide regular opportunities for parents to become involved in their child's learning. For example, parents are invited into the setting to read stories with the children and they confidently approach staff for advice about supporting their children's reading at home. Parents are aware that they can contribute to their children's developmental records and they are kept very well-informed of their children's progress through daily discussions, parent evenings and informative notice boards and newsletters. The manager has established strong links with some of the other settings that children attend and the outside professionals who are supporting children with additional needs. For example, staff invite local

primary school teachers into the setting in order pass on important information that will support each child's transition into school and healthcare professionals often visit to give advice about meeting children's specific medical needs.

Children benefit as the manager and staff regularly monitor and evaluate the quality and standards at the nursery. The manager demonstrates a very positive attitude towards improving the early years provision and has fully addressed the recommendations raised at the last inspection to improve outcomes for children. The manager strives to encourage staff to reflect on their individual strengths and identify their training needs, which are then prioritised. The self-evaluation form is completed effectively, taking into account the views of all staff and reflecting on comments made by parents in response to questionnaires.

The quality and standards of the early years provision

Children make very good progress in their learning and development as they participate in a wide range of purposeful play activities covering all areas of learning. They are confident as they play cooperatively together and enjoy the direct attention from staff who spend their time actively engaged with the children. For much of the session, children are able to make choices about what they want to do from an array of high quality resources that are organised effectively to maximise children's independence. Children benefit from daily access to the outdoor areas and the surrounding farm, during which they have first-hand experiences of tending to the vegetable patches and observing the alpacas, pigs and ponies.

Staff are well aware of children's individual progress as they regularly observe their developmental needs and interests. These observations are generally given high regard in the planning process, however, this is not consistent throughout the setting and as a result, the observations are not always used systematically to identify learning priorities and plan relevant learning experiences for some children. Staff are supported by the deputy manager who has good experience of supporting children with learning difficulties and/or disabilities and has completed relevant training to become the Special Educational Needs Co-ordinator (SENCo) for the setting. Individual education plans for children with additional needs are very well monitored by the SENCo and include clear targets to ensure children are supported to realise their full potential. However, some staff have limited knowledge and understanding of how to support children who are learning English as an additional language.

Children benefit from a very bright, welcoming and well-organised play environment. Each classroom affords them ample space to explore the play materials in hygienic and highly secure surroundings. Children are actively encouraged to learn about aspects of a healthy lifestyle as the staff plan highly meaningful opportunities for children to grow their own vegetables and to collect eggs from the farm, which they then use in a variety of cooking activities. In addition, they learn how to brush their teeth effectively when a dentist visits the setting. Children develop an understanding of how to stay safe when they are involved in practising the fire drills and through gentle reminders from staff who

encourage them to walk carefully in the classrooms. From a young age, children respond well to the structure of the daily routine and the consistent praise and encouragement they receive from the staff and consequently, their behaviour is very good. Children have frequently opportunities to make progress in communicating and literacy. For example, they learn to listen carefully to others and enjoy speaking about their own experiences during group sharing times and older children show strong interest in hearing and saying the sounds of different letters.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children). 01/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children). 01/12/2008

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.