

Busy Bees Day Nursery at York

Inspection report for early years provision

Unique reference number	512461
Inspection date	27/01/2009
Inspector	Katy Elizabeth Wynn
Setting address	Eccles Close, Rawcliffe, York, YO30 5XJ
Telephone number	01904 674 762
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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).

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 Day Nursery at York is one of a large chain of nurseries. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opened in 2001 and operates from six rooms in a purpose built building. It is situated in Rawcliffe on the outer ring road of York. A maximum of 120 children under the age of eight years may attend the nursery at any one time. Of these, no more than 120 may be under five years and of those, no more than 50 may be under two-years-old at any one time. The nursery is open each week day from 07.30 to 18.00 for 52 weeks of the year. The children have access to a secure enclosed outdoor area.

There are currently 140 children aged from six weeks to five years on roll. Of these 52 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports children with English as an additional language.

The nursery employs 25 staff; of the staff, including the manager, 17 hold appropriate early years qualifications, five staff are working towards further qualifications and two others are working towards initial qualifications.

Overall effectiveness of the early years provision

The nursery provides very well for the individual needs of children in the Early Years Foundation Stage (EYFS), because practitioners are familiar with children's interests and backgrounds and children thoroughly enjoy their time at the setting. Practitioners observe and assess children's learning and children are provided with a range of positive learning opportunities which enable them to make good progress. Parents are recognised as key partners in children's care and learning and there is an extremely strong partnership between home and the setting. However, partnership with other settings that children attend is in the early stages of being developed. Leadership and management are robust, with a clear knowledge of the setting's performance and a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the quality of learning experiences for young babies outdoors
- develop partnership with other settings for children who attend more than one setting to ensure effective continuity and progression by sharing relevant information.

The leadership and management of the early years provision

The management team provide good direction and leadership. Managers of the chain of nurseries to which this one belongs visit each setting at regular intervals, give feedback and share good practice. This helps the nursery managers to have a good view of its practice and outcomes and to have a clear understanding of what the setting does well and where it could do better. The setting has fully addressed previous improvement issues well and shows good capacity for continuous improvement. Staff are fully encouraged to pursue training opportunities to improve their qualifications and this helps to broaden their expertise. Staff work very effectively and are a committed team in this large nursery and ensure that they are deployed effectively to support children in each of the rooms. Many of the staff have extra qualifications and skills that benefit the children greatly, for example, music and dance. There are secure safeguarding policies and procedures in place and staff follow these well. Appropriate employment and vetting procedures confirm adults' suitability for their role in the nursery and any new members of staff follow a rigorous induction procedure.

Parents are highly complimentary about the provision and confirm that the setting takes good care of their children. Staff greet parents warmly and compile a useful initial profile of children's likes, dislikes and what they can do. This establishes a good basis for future assessments and learning. The setting has recently set up a parent forum in order to collate parents and carers views and opinions, with a view to enhancing the nursery. There is a large quantity of information on parent notice boards in each room and also in the entrance hall. This helps parents to be familiar with routines, key persons and menus, as well as what children are learning and how they can help them at home. However, links with other settings that children attend are not developed and do not ensure effective continuity of the learning programme.

The quality and standards of the early years provision

Children are protected because the staff follow effective procedures and practices which meet the children's nutritional, physical and health needs. Staff record any child's dietary needs and these are acted upon, for example, children have their own table mat with a photograph and children with allergies have a mat edged in red so all staff are made fully aware of the risks. The dedicated cook provides a superb range of fresh healthy foods, freshly cooked each day; mealtimes are enjoyed by the children. The children benefit from premises that are welcoming and organised for learning through play. They stay healthy because practitioners are able to implement the current environmental health and hygiene guidelines. The good adult support and guidance helps children gain an understanding of hygiene and they become increasingly independent in their personal care.

The staff have a good knowledge of the Early Years Foundation Stage and have a clear knowledge of children's capabilities. They establish children's starting points when children first attend and build on this knowledge. Observation and assessment of children's learning is very effective. Children are given many

opportunities to develop their learning in all areas based on their interests. The daily adventures allow children to build their learning in a very meaningful way, making learning exciting and interesting. Throughout all the age ranges children make good progress. Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. Children take part in music and movement sessions and learn spatial awareness as they take part in ballet lessons. Older children and toddlers use the superb outdoor facilities regularly throughout the day, they enjoy planting and growing their own vegetables and caring for the rabbits. The children put on the Wellington boots and waterproof suits to protect them in all weathers allowing them to experience the changes to the climate. However, younger babies have limited opportunities to enjoy the outdoor environment.

The nursery is well equipped and promotes all areas of learning. Toys and materials are very well organised and accessible to the children. They are clearly labelled, helping the children to identify resources and associate print with meaning. Children have a good balance of adult and child- initiated activities, for example, they take part in regular cooking activities enabling them to learn about healthy eating and try different foods. They have opportunities to learn a different language and take part in the celebration of different cultural festivals giving them a knowledge of the wider society. Children's creative development is developing well as they act out scenarios in the role play area and express their individuality through their art work.

Children's behaviour is very good. There are very good relationships throughout the setting producing a harmonious and happy environment where the children thrive. This increases the children's sense of trust and helps them develop a strong sense of self. The effective adult-child interactions support the children's confidence and self-esteem. Children have many opportunities to express their feelings and the use of a feelings ball allows children to talk about how they are feeling in a safe environment. During circle time children learn to listen to others and take turns.

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?	2
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?	2
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?	1
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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: Met

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

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.