

Busy Bees Day Nursery at Daventry

Inspection report for early years provision

Unique reference number 219938
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Inspector Jan Burnet / Yvonne Johnson

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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 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 opened in May 2008. It operates from a single storey building in Ashby Fields in Daventry. Children are cared for in three main areas according to their age and all have direct access to separate outdoor play enclosures. Within the internal play areas there are seven playrooms. There is a ramp at the front entrance.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 97 children aged from birth to under eight years may attend at any one time and all may be in the early years age group. There are currently 123 children on roll and all are in the early years group. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 07:00 to 19:00. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A total of 24 staff work directly with the children. Of these, 14 are qualified and two are working towards a qualification. The nursery holds National Day Nursery Association and Pre-School Learning Alliance membership.

Overall effectiveness of the early years provision

Overall the provision is good. Staff meet children's individual developmental and learning needs successfully and ensure that welfare requirements are consistently well met. The provider, day care manager and her line manager are aware of strengths and areas for improvement within the setting and work with the staff team to improve the service for children, parents and carers. Staff ensure that children with learning difficulties and/or disabilities are included and that different cultural, religious and dietary needs are fully addressed.

What steps need to be taken to improve provision further?

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

- extend current systems to ensure that assessment and information obtained from parents is used to plan for every child's individual learning
- make sure that the risk assessment covers anything with which a child comes into contact.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain detail for all children on who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare)

07/06/2009

The leadership and management of the early years provision

Systems ensure that children's welfare is protected. They are cared for in a safe, secure and welcoming environment. Staff members are aware of local safeguarding children procedures and discussions regarding their responsibilities to protect children are regularly on the agenda at staff meetings. Procedures for recruitment, selection and induction are robust. The provider makes sure that every staff member's suitability has been thoroughly checked before they have unsupervised access to children. Systems for monitoring and self-assessment are good. The Regional Operations Manager and the recently appointed day care manager are working together effectively to ensure that the service provided is thoroughly reviewed in order to plan for improvement. Actions raised in 2008 linked to safeguarding and complaints procedures have been addressed well as have recommendations raised at the last inspection with regard to learning and development. Recent initiatives include a review of systems for assessing children's progress, changes to the organisation of the outdoor play areas and the development of a parent liaison group. The percentage of qualified staff exceeds requirements and staff demonstrate a commitment to improving their knowledge and skills.

Staff have experience of working with the support of local advisors and other professionals in order to provide effective inclusive care for children with learning difficulties and/or disabilities. Links with other providers are established in order to provide consistency for all children attending different settings. Inclusive practice is promoted well so that all children have their welfare needs met and achieve as well as they can. Resources meet the needs of children at their different stages of development. Required records are kept in good order and written information provided for and obtained from parents and carers with regard to care and learning is good. However, children's welfare is not fully addressed because not all parents have been asked for detail on who has legal contact with the child and who has parental responsibility for the child. Admission forms have been reviewed since the implementation of the Early Years Foundation Stage (EYFS), but forms completed before this time have not been up-dated.

Good partnerships with parents begin with a planned settling-in period during which key workers obtain detail on each child's care needs and information on what the child knows and can do. Daily journals are completed for babies. Parents are aware that assessment records are available at all times and they are invited in to discuss their child's progress during parents' evenings that are organised twice each year. Newsletters are regularly provided. Information for parents is displayed in the reception area and folders containing all of the necessary policies and procedures are clearly displayed.

Children are safe because staff assess and limit risks on a daily basis and risk assessments have been drawn up and are reviewed. However, appropriately challenging fixed equipment for climbing and sliding is not being used in one of the play areas. Staff explain that this is for the safety of the younger children, but a

risk assessment for the equipment has not been drawn up. Good health and well-being is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy. The kitchen is well organised and meals are varied, healthy and nutritious. Food safety training is mandatory for all staff.

The quality and standards of the early years provision

Children are provided with good opportunities to help them to make progress across all areas of learning and development. The planning for most children is flexible as key workers respond to individual learning needs and use their assessment to inform next steps. However, systems are not yet fully in place for all children for use of observations and assessment, and information from parents, to identify each child's stage of development. Recording systems are currently being reviewed to ensure that next steps in learning are consistently planned for all children across all learning areas.

Children are confident, active learners. Personal, social and emotional development is a strength and children play co-operatively. Friendships have formed amongst older children and all children are emotionally secure because relationships are good. They behave well and are learning to share and take turns. Older children confidently express their views and ideas. Manipulative skills are practised daily as children benefit from having access to writing materials, safe small toys and tools. Activities for babies promote the development of their senses, for example, as they explore the texture of glue and paper whilst creating collage pictures and as they develop an interest in food and feeding themselves. Children enjoy listening to and joining in with songs and rhymes. Older children are learning a sense of rhythm as they use musical instruments. They move imaginatively to music, and a dance and music teacher attends once weekly.

Pre-school children are aware that letters represent sounds. They make the sound of the letter that begins their name as they select name cards at registration. Some children recognise and know the sounds of other letters. Name cards are always available with writing materials so that children can copy their name on to their art work and drawings. Books are easily accessible and children learn to handle them appropriately. They confidently ask, or make staff aware, that they would like to look at books with them on a one-to-one basis. Counting, problem solving and use of mathematical language are part of daily routines. Toddlers begin to match, sort and name colours and shapes. Staff support older children as they begin to group toys into different quantities and discuss adding to and taking away.

All children have daily opportunities to experiment with a range of media and materials. Their creativity is encouraged as art and craft activities and role-play resources are always available. They develop an awareness of their own needs in relation to other living things as they plant and grow in their gardening tubs. As they dig the soil they talk about what they could grow and decide that they would like apple trees and pear trees. They explore change as they enjoy cold cooking activities, for example, when making chocolate crispy cakes.

Children enjoy being active and are learning how to keep themselves healthy and safe. A 'free-flow' system operates for all children so that they can choose to play with equipment and activities outside or in their playrooms, thus promoting their independence. Challenging equipment to promote physical development is available in all outdoor play areas and children practice steering and pedalling skills and climbing skills, although there are currently some restrictions on this for toddlers. Children's welfare is appropriately addressed as staff have a sound understanding of their responsibilities to protect children from harm.

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?	2
How well are children safeguarded?	3

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?	3
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

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Annex B: the Childcare Register

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

Met