

# Busy Bees at Thorley Park

Inspection report for early years provision

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**Unique reference number** 125069  
**Inspection date** 13/01/2009  
**Inspector** Ann Marie Cozzi

**Setting address** Busy Bees Day Nursery, 16 Thorley Neighbourhood Centre,  
Bishop's Stortford, Hertfordshire, CM23 4EG  
**Telephone number** 01279 654 830  
**Email** bb-thorley-park@btconnect.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).

## Description of the setting

Busy Bees at Thorley Park nursery opened in 1995 and is part of a nursery chain. It is situated in a residential area of Bishop Stortford, Hertfordshire. A maximum of 55 children may attend the nursery at any one time. The setting is registered on the Early Years Register. The nursery is open each weekday from 07.30 to 18.30 all year round. All children have access to an enclosed outdoor play area.

There are currently 89 children on roll in the nursery. Children come from both the local and wider catchment area. The nursery currently supports a number of children with English as an additional language. They have strategies in place to support children with learning difficulties and/or disabilities.

The nursery employs 23 permanent staff 18 of the staff, including the manager have appropriate early years qualifications.

## Overall effectiveness of the early years provision

Children are making good progress in their learning, this is supported by the staff's inclusive approach, for example, ensuring that all children can easily access resources. Older children are supported and encouraged well to enable them to further develop their independent skills, however, opportunities for younger children in this area are not always consistent. Open partnerships with parents and others, in the wider context, are good and support children's continuity of care well. The manager and staff team use a wide range of sources including observations of children and information from parents, to evaluate the provision of children's welfare, learning and development. However, observations do not consistently cover all areas of learning. Clear systems are in place to safeguard children's welfare in relation to child protection and the safety of children is given high importance, however, written risk assessments need further development.

## What steps need to be taken to improve provision further?

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

- develop further, ongoing observations within the EYFS to ensure that they consistently cover all areas of learning; promote opportunities for the physical development of babies and young children; this refers in particular to developing independent skills at meal times
- ensure that risk assessments cover anything with which a child may come into contact.

## **The leadership and management of the early years provision**

Although the manager has not yet undertaken Early Years Foundation Stage training there are systems in place to support staff. A wide range of policies and procedures are in place and are made available to staff, parents and carers. Recruitment and vetting procedures are effective and staff are required to undertake all appropriate checks. Deployment of staff across the setting is good and as a result children are well supported. All staff are aware of their role and responsibilities which promotes the smooth running of the nursery.

The manager undertakes regular staff appraisals which are effective in identifying areas of interest to staff and supporting their ongoing professional development. Since the last inspection the manager has been pro-active in ensuring continuous improvement. This has been achieved through the use of regular self-evaluation and a quality assurance scheme.

Open communications with parents, carers and others helps to promote continuity of care for all children. Good opportunities are provided to encourage parents and carers to encourage parents to take an active role in their child's learning and development, for example, sharing information about their child's learning at home. In addition a regular two-way flow of written and verbal information is consistently shared with parents and carers throughout the setting. Parents and carers compliment the staff team on the care and support provided by the staff and management at the nursery and on their child's progression. Inclusion is effectively promoted within the setting and time is taken to ensure that clear systems are in place to support all children.

Children are safeguarded because they are cared for by adults who have been checked through the robust recruitment procedures. There is a child protection policy in place, and staff demonstrate a clear understanding of safeguarding children issues as set out in current national guidance. There is a comprehensive range of written policies to ensure that staff are informed about their day to day responsibilities. Most records are accurately maintained, although, risk assessment does not cover everything which a child may come into contact with as required. The good health of children is promoted whilst undertaking project work and through the daily routine for example, discussions held with staff during meal times about healthy eating.

## **The quality and standards of the early years provision**

Children are making good progress across all six areas of learning. Staff use a wide range of teaching methods which supports children's future development. They are able to make some independent choices about their learning from the child accessible storage. Children demonstrate increasing confidence as they engage in conversations with adults and their peers as they learn how to make relationships. For example, they begin to co-operate with each other as they drive to the shops during role play or when completing a puzzle, discussing which piece goes where.

Children enjoy books and are able to choose what they want to read or share books with members of staff. This assists in helping to develop their love of books and develops an understanding that print carries meaning. In addition children begin to develop language for thinking as they try to predict the sequence of events in the story or count how many objects they have. Children's art work is displayed throughout the nursery giving them a sense of achievement and pride in what they have produced. They are beginning to problem solve as they find out, where each piece of the puzzle goes or what happens if they press a button on the compact disc player. Children enjoy exploring Information Communication Technology and proudly show adults how they make patterns. Demonstrating their curiosity about the world around them as they become confident and active learners. Although staff observe children regularly assessment against the Early Years Foundation Stage is in its infancy and requires further development to ensure it is consistently applied across all areas of learning by all key persons, in order for children to continue making good progress.

The safety of children is assured through the use of a secure entry system. Visitors to the setting are required to sign in and their identification is checked. There are clear collection procedures in place. Staff encourage children to behave in ways that are safe for themselves and others, as a result they are developing an understanding of dangers and how to stay safe, for example when using the stairs. Good staff deployment and supervision ensures that children learn to use play equipment safely. Children are encouraged to learn about and understand the benefits of regular physical activity, adopting healthy habits, such as good hygiene practices and making healthy choices about what to eat and drink. Healthy snacks and delicious freshly prepared hot meals provide children with a well-balanced diet to support growth and development. All children have easy access to drinks throughout the session this ensures that no child remain thirsty. Children are on the whole encouraged to develop good habits and behaviour appropriate to good learners. They take part in activities, make friends and respect each other. They respond to the expectations of those who work with them when making choices and decisions. Children are encouraged to be polite and say 'please' and 'thank you' at appropriate times. They learn about each other's similarities and differences whilst celebrating a wide variety of cultural festivals, using a good range of resources that portray positive images of diversity.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.