

Busy Bees Day Nursery at Colchester

Inspection report for early years provision

Unique reference number EY289579
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Inspector Justine Leong

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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 opened in 2002 and is part of a nursery chain. It operates from a purpose-built building in Colchester, Essex. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 106 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07:30 to 18:00, throughout the year .

There are currently 111 children attending who are within the Early Years Foundation Stage (EYFS) years. The setting also offer a holiday club for children aged up to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The setting supports children who speak English as an additional language.

There are 18 members of staff. Of these, 12 members of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff provide stimulating learning opportunities and children make very good progress towards the early learning goals, in all areas of learning. Staff are fully committed to working in partnership with parents and carers and have devised very effective systems to enable parents to share their views and ensure they are consistently included in their children's learning. Children are generally safe and have their welfare needs met. The learning environment is welcoming and inclusive and appropriate systems are in place to identify areas for improvement, ensuring children continue to receive high quality care and education.

What steps need to be taken to improve provision further?

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

- ensure planning is flexible to enable children to follow their own interests (this relates to younger children)
- develop risk assessments to cover everything with which a child may come into contact
- ensure the hygiene policy is consistently implemented throughout the setting.

The leadership and management of the early years provision

Robust recruitment and induction procedures ensure that children are very well cared for by appropriate adults. There is a successful balance of recently qualified and more experienced staff and on-going staff training is actively encouraged. Policies and procedures have been devised, helping to underpin the good practice. Staff demonstrate a superb understanding of the benefits of working in partnership

with parents and provide frequent opportunities for involvement in their children's learning. For example, staff have established a parent liaison group and provide regular questionnaires, providing valuable opportunities for parents to share their views. Informative parents evenings are held on a regular basis and parents also have valuable opportunities to contribute to the children's developmental records through completion of home observation sheets.

Staff effectively implement the equal opportunities policy and inclusive practice is consistently promoted, ensuring all children have their welfare needs met and achieve as well as they can regardless of background. Children's welfare is protected and promoted as staff demonstrate a secure understanding of their role and responsibilities in safeguarding children and a clear safeguarding policy is in place to support their good practice.

Risk assessments have been completed, although children's safety is not fully promoted as these are not comprehensive. Detailed self-evaluation is completed, enabling the manager to identify areas of strength and areas for improvement, in consultation with parents. All staff are highly motivated and work together very well to form a cohesive team, dedicated to continuous improvement and raising standards for children.

The quality and standards of the early years provision

Staff work very well together to create a warm and nurturing environment in which children feel relaxed and secure. Children are developing a good understanding of the benefits of a healthy diet as nutritious meals and snacks are freshly prepared on-site everyday by the qualified and experienced cook. They have daily access to the safe and secure garden where they play with a broad range of toys and resources. Children develop good balance and co-ordination as they play on the climbing equipment and with the tunnels and hoops. Staff also provide exciting opportunities for physical activity within the setting; children thoroughly enjoy weekly dance lessons, swimming sessions and regular 'Jo Jingles' music and movement sessions.

Younger children are cared for by experienced and attentive staff. Cleaning procedures and routines have been devised, although staff do not consistently implement these, potentially compromising children's health. Staff plan and provide some stimulating learning opportunities; however, children have limited opportunities to follow their own interests and ensure they remain engaged. The environment is well organised to ensure children have ample space to move around and play under close supervision.

Staff demonstrate an excellent understanding of how children learn through play and use their knowledge effectively to provide an exciting range of learning opportunities for children. Planning for older children is flexible to enable children's interests to be followed and ensure they remain focused and engaged. Activities are adapted to individual children's stages of development and provide precise opportunities for them to be challenged and to problem solve. Detailed assessment is completed regularly to identify next steps in children's learning and ensure all

children make very good progress towards the early learning goals. Staff consistently monitor children and offer sensitive support and challenge through effective questioning. For instance, during an informative discussion about planting seeds, staff use questioning to extend children's thought and consider what plants may need to grow.

Staff are attentive and clearly value the children's contributions, helping to develop very good self-esteem and confidence. Children are actively encouraged to be independent at the setting as, for instance, they serve themselves at meal times and pour their own drinks. All staff are consistently calm and polite, acting as positive role models for behaviour. Positive behaviour strategies, such as praise and encouragement, are implemented effectively, creating a calm and productive environment in which all children thrive.

Staff are dedicated to inclusion and work closely with parents and other professionals to support children with English as an additional language. For example, parents complete communication sheets detailing common words in children's home language and staff create displays in a range of different languages, demonstrating that home experiences are highly valued. Children benefit from stimulating opportunities to learn about the wider world as they play with a wide range of toys and resources that are representative of diversity. Staff plan meaningful activities to teach children about a range of cultures and beliefs, and actively encourage parents to visit the setting and share their understanding of festivals such as Diwali, Chinese New Year and Christmas.

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?	3
How well are children helped to be healthy?	3
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

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.