

Busy Bees- Letchworth

Inspection report for early years provision

Unique reference number EY289914
Inspection date 16/01/2009
Inspector Heidi Falconer

Setting address Icknield Way, Letchworth Garden City, Hertfordshire, SG6
4GY

Telephone number 01462 683761

Email

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 - Letchworth opened in 2000 and is operated by Busy Bees Childcare Ltd. It is one of 129 nurseries owned by the company. It operates from a purpose-built building in Letchworth Garden City, Hertfordshire. All of the premises is at ground floor level, making it accessible to its users.

A maximum of 104 children under five years attend the nursery. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure outdoor play area. There are currently 100 children aged from three months to five years on roll. Children come from a wide catchment area, as most parents travel to work in and around the area of the nursery. The nursery currently supports a number of children with learning difficulties and/or disabilities and a number of children who speak English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 21 staff, 11 of whom, including the manager, hold appropriate early years qualifications. There are two staff working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Staff create a welcoming and stimulating environment where children are safe, secure and well cared for. Children thoroughly enjoy their time at the setting where they are happy, settled and have formed close relationships with the staff who care for them. They take part in a wide range of activities which are planned to incorporate their interests and promote all areas of their development. The staff constantly evaluate their practice, working closely with parents and other professionals to ensure that it continues to meet the individual needs of the children who attend.

What steps need to be taken to improve provision further?

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

- continue to develop strategies to ensure that children who speak English as an additional language have opportunities to hear and use their home language in their play and learning
- continue to develop links with other settings who deliver the EYFS for children who also attend the setting
- ensure that identified next steps in children's learning are appropriate to their age and ability.

The leadership and management of the early years provision

The setting benefits from a strong and focused management team. They provide good support to staff and are able to effectively identify areas for improvement taking action to raise the standards. As part of an ongoing evaluation process the staff have recently asked the children their views on what they like at the setting, and they have created a display showing these. A wide range of policies and procedures are in place which are implemented consistently by staff. As a consequence children's health and safety is promoted well.

Good partnerships with parents and others are established at the setting. For example, there is a parents' consultation group who meet regularly with the senior managers and staff. This group enables parents to contribute ideas and make suggestions about the setting. Where children have identified needs the staff seek support and guidance from external professionals to ensure that these children are appropriately supported at the setting. The staff are currently developing systems to support children who speak English as an additional language. Some children attend sessions at other settings delivering the Early Years Foundation Stage (EYFS). In response to this the staff are developing a system to initiate links with these settings to ensure that they are fully informed about all children's interests and abilities.

Well-implemented systems are in place to safeguard children. The premises are kept secure and staff are vigilant about who enters the premises at all times. Robust and rigorous recruitment and induction procedures are in place to ensure that staff are suitable. Successful risk assessments are in place to minimise hazards and that the premises and equipment remain safe and suitable for the children.

The quality and standards of the early years provision

In response to the implementation of the EYFS the setting has recently introduced and implemented new systems for planning and assessment. Each child's progress and interests are charted in a 'learning journey'. These are shared with parents on a regular basis and they are actively invited to share information about their families and what the children's interests are at home. Staff are just starting to use this information to plan activities which extend children's learning and interests. The assessment records effectively cover all areas of learning. However, some of the identified next steps in children's learning are not always age-appropriate.

Children throughout the setting enjoy and benefit from the warm and caring relationships which they have developed with their key person and the other staff. They snuggle up to staff for stories and actively invite them to join in their play. Staff are very responsive to the children and allow them to develop their play and express their ideas. For example, after a story of the three bears the children asked if they could act out the story in the role-play area. This was well supported by staff and the story of the three bears developed into a dressing-up activity with characters such as 'Santa Bear' and 'Cinderella Bear'. Children enjoy exploring

different materials, as they play with dough they use their imagination and start to give their models names making comments such as 'this is an ipod' and 'my pig has got chicken spots'. As children made the dough staff used questions to make children think and extend their learning. For example, when children described the mixture as 'gooey and sticky' staff asked the children what ingredient they could add to make it less sticky. Children have a wide range of opportunities to learn about the world around them. For example, as part of a healthy eating topic a fishmonger visited the setting with a variety of fish, along with a crab and a lobster. This gave children opportunity to explore and feel the fish and look at them closely. As children looked through the photographs of this activity they became excited as they talked about the 'fish that smelt'.

Excellent information is obtained from parents to ensure that all children can eat safely at the setting. For example, parents are asked to give detailed information of the consistency of the food that their children eat and how they like to drink their milk. As a result, children, particularly babies, receive consistent care which is in line with their home routines; consequently they eat safely and settle well. Excellent procedures are in place to review accidents and effective action is taken to minimise potential hazards. Children have many opportunities to learn about keeping themselves safe. For example, the staff invited the police to come to the setting to sensitively discuss 'stranger danger' with the children using puppets.

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?	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 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.