

Busy Bees Day Nursery at Welwyn Garden City

Inspection report for early years provision

Unique reference number	EY308307
Inspection date	24/03/2009
Inspector	Susan Parker
Setting address	Kestral Way, Shire Park, Welwyn Garden City, Herts, AL7 1TN
Telephone number	01707 393380
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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).

Description of the setting

Busy Bee's Nursery was registered in 2004. The nursery is part of a chain and operates from a purpose built facility operating from six base rooms on the outskirts of Welwyn Garden City.

A maximum of 74 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed play area. The setting is in receipt of funding for early education.

The nursery is registered on the Early Years Register. There are currently 80 children on roll in the early years age range, some in part-time places. The setting provides funded early years education for three and four year olds. The setting has excellent systems in place to support children who have special needs and who speak English as an additional language.

The nursery currently employs 30 members of staff; of whom 17, including the nursery manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Excellent knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with great success. Children are safe and secure at all times and enjoy exploring their environment and local community. The partnership with parents and the other provisions the children attend is a key strength and contributes significantly to ensuring that the individual needs of all the children are very well met and they get any additional support they need. This means that children make outstanding progress, given their age, ability and starting points. Frequent self-evaluation by the manager, staff team, parents and children ensures that any priorities for future improvement are promptly identified and acted on, resulting in a service that is fully responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to enhance the outstanding organisation of the excellent care and learning provided.

The leadership and management of the early years provision

The staff and management have a very positive attitude and are fully committed to providing excellent standards of welfare, learning and development for all children

attending. Each child's individual and diverse needs are fully met. Through excellent information sharing, and regular observations of the children, the children's key workers match these observations to the early learning goals, and plan relevant and motivating experiences for each child based on their interests and capabilities.

Every child has a full and detailed record of their achievements and individual needs. This is regularly updated to ensure that staff are fully aware of each child's capabilities and abilities in relation to the early learning goals. Staff use rotating themes to plan suitable and challenging activities which are very effective in capturing the children's imaginations and promoting their natural curiosity. For example, children had to put their hands in shredded paper to feel and describe the item they found there without looking. This was very effective in making the children think about the words they know to describe what they could feel and try to guess what it could be.

Excellent safeguarding policies and practices ensure that children are well protected. All of the staff are alert to security and safeguarding issues and have a detailed understanding of child protection and implement the robust policies and procedures to ensure children's safety at all times.

The management has implemented highly effective systems to monitor and evaluate the provision including full consultations with parents including a parent liaison group. Children's ideas are also fully included in evaluating the setting's priorities for future improvement, for example, they have made detailed drawings of their ideas for developing part of the outside area.

Closed circuit television ensures that the children are safe at all times, parents can watch their children from the foyer without disturbing them so gaining a real view of how their child is settling into the nursery. Regular photographs are displayed and emailed to parents which is very effective in recording how well the children are developing and getting actively involved in their daily activities. The management have taken an active role in contacting all other provisions that the children attend in order to form highly effective links and to gain a holistic view of the children's excellent progress towards the early learning goals.

The quality and standards of the early years provision

Children thrive in this vibrant and exciting setting. Children are able to choose from an exciting range of toys and activities which they can access independently. This promotes children's sense of belonging, their self-esteem and confidence. They are encouraged to develop their independence in their self-care, putting on their own coats to play outside, putting on aprons when doing messy play and toileting themselves.

Children are very well settled and comfortable in this environment, confident in the knowledge that their needs are met by their key adults. This enables them to feel secure and promotes their confidence to explore this safe and stimulating environment and is very effective in supporting children who are making significant

progress in their learning and development. Children of all ages are attaining consistently good and often excellent levels of achievement in relation to their starting points and capabilities. Photographic and written observations on each child's achievements are shared daily with parents and carers, and a pro-active approach from staff to link with all the provisions each child attends is very effective in promoting a holistic approach to learning and promotes consistency and stability for each child.

Children are provided with many creative and imaginative resources and play opportunities to help them make excellent progress across all areas of learning and development. The planning is very well-organised and flexible, responding to the children's individual interests and ideas, ensuring hands-on experiences whenever possible. For example, older children take bus rides into town which enhances their personal experiences and understanding of the world around them. Children are making discoveries for themselves, such as learning what floats and sinks, what happens if they feed daffodils with coloured water, how seeds grow into plants and vegetables. They have many opportunities to solve problems such as where the pieces of a jigsaw fit to make the picture complete, and how many chairs are needed for all the children to sit at the table.

Children are learning about safety using all available resources, for example, visitors from the emergency services and road safety professionals such as fire-fighters and the 'Lollipop Lady' who provide personal experiences for the children to remember and learn from. They learn how to keep themselves safe through consistent behaviour management styles which remind children to think about what they are doing, such as why it is unsafe to run indoors and to use tools such as scissors safely.

The outdoor play areas are extremely well resourced and creatively laid out. Older children can choose when to play outside by putting their names on a board. Younger children get daily opportunities for outdoor play whenever it is practicable. They use the outside area as an annex to their indoor play areas and can flow freely indoors and outdoors when the weather is warm.

Children are learning the skills which will enable them to be effective learners, they are able to sit and listen to adults and each other for increasing periods of time, and are confident in talking about their own experiences and interests in small groups.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.