

# Busy Bees Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	317368
<b>Inspection date</b>	28/04/2009
<b>Inspector</b>	Stephen Andrew Blake
<b>Setting address</b>	Rose Hill, Moresby, Whitehaven, Cumbria, CA28 6SF
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<b>Email</b>	
<b>Type of setting</b>	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 was established in 2000 and is located at Rose Hill, near the village of Moresby, approximately two miles from Whitehaven. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Children have access to two main play rooms, a computer room and a sleep room. Children also have access to a large outdoor play area. A maximum of 17 children may attend the nursery at any one time. Busy Bees Day Nursery is open each weekday from 07.00 to 18.00 throughout the year.

Busy Bees Day Nursery has not yet entered into partnership arrangements with local schools. There are currently 33 children on roll and of these, all are within the early years age range. The nursery serves children from the immediate and extended areas.

Busy Bees Day Nursery is privately owned and managed and employs a total of four staff. All staff hold appropriate early years qualifications to at least NVQ level 3.

The setting is a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

## Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Staff have an appropriate understanding of safeguarding procedures and generally implement written risk assessments effectively. The systems for monitoring the security of the outdoor premises and the cleanliness of outdoor resources are not robust. Staff have an appropriate awareness of each child's individual needs and abilities and implement appropriate care routines. They have established satisfactory systems to observe and assess children's learning and development but there are weaknesses in the system for planning children's activities. Staff have a positive approach to inclusion and have established an effective partnership with parents to ensure the needs of all children are met. Regular self-evaluation ensures that the nursery has a satisfactory capacity to maintain continuous improvement and ensure that any priorities for future development are promptly identified and acted on.

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

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

- review the system of planning for children's learning and development to ensure that all areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities
- develop the system for planning experiences and activities to ensure they are challenging but achievable and show how adults will support each child's learning and development

- ensure the outdoor premises are secure, with regard to the broken fence panel
- ensure that outdoor equipment is clean.

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

Staff are well qualified and have an appropriate understanding of children's individual needs. They implement generally effective written risk assessments to safeguard children on the premises although the outdoor area has a broken fence panel and is therefore not secure. Staff promote inclusion effectively, for example, by organising the available space to ensure that each child is fully included according to their ability and stage of development. They have established effective individual care routines to safeguard children's welfare.

The settings policies and procedures, necessary to safeguard children's welfare, are appropriately written and accessible to staff and parents. Documentation relating to children's individual needs is well-maintained and reflects an appropriate level of confidentiality. Staff have established an effective partnership with parents. Parents are valued as partners and regular verbal communication as well as written policies and record keeping, ensure there is a satisfactory exchange of information. Staff have established systems to identify individual children's starting points but have not yet implemented plans to establish links with other childcare and education providers.

Staff have an appropriate understanding of the setting's strengths and weaknesses and have established systems to monitor and improve their practice. For example, staff have identified improvements they wish to make to the outdoor area in order to extend learning and development opportunities for children.

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

Children are settled and have an appropriate relationship with staff. Staff have created a calm, welcoming environment and provide children with appropriate support. Children are provided with a range of opportunities to help them make satisfactory progress across all areas of learning and development, for example, by participating in craft and singing activities and using a wide range of equipment in the outdoor areas to support their physical and creative development. Children are learning to become involved in their local community as they walk to feed the ducks and visit the neighbouring residential home. Throughout the nursery staff have established a basic system of planning that is flexible and responds to children's interests and ideas. However, they have not planned a sufficient balance of adult-led and child-initiated activities and they have not established individual activity plans to ensure that experiences and activities are challenging but achievable. Staff gather information about children's individual care needs by talking with parents and record this information appropriately. Staff have not yet established a system for sharing information about children's welfare with those who teach the children elsewhere but do have plans to do so later this year.

The learning environment is conducive to children's learning and development. For example, staff have effectively organised the nursery rooms according to children's ages and stages of development. This works flexibly and children move between rooms according to individual needs and in consultation with parents. During activities staff support children's learning appropriately, for example, by asking questions relating to their choice of activity or by engaging with them during improvised play in the outdoor area.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practise and listening to staff talk about how to stay safe when going for walks in the local area, for example, when walking around the surrounding wooded grounds. Staff have established generally appropriate systems to help children stay healthy, for example, with regard to implementing procedures to avoid cross-infection and explaining the importance of hand washing. However, the system to ensure the cleanliness of the outdoor play resources is not robust. Staff provide children with a healthy weekly menu and display this for parents. Children are developing skills that will contribute to their future economic well-being. For example, as they use a range of accessible programmable toys and use creative play to role play a journey on the bus. Staff have a clear understanding of child protection and implement written policies effectively.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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

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