

Busy Bees Day Nursery at Solihull

Inspection report for early years provision

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Inspector Elenora Griffin

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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 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 Day Nursery at Solihull has been open since 2001 and operating as Busy Bees since 2008. This nursery is situated in a purpose built building located on the Blythe Valley Business Park in Solihull. The single storey building has disabled access and contains five base rooms with a communal play area that links all rooms together. All children share access to enclosed areas for outside play. The nursery is open each weekday from 07.30 to 18:00 for 52 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 100 children in the early years age group at any one time. There are currently 116 children on roll, some of whom receive funding for early education. Children attend for a variety of sessions and come from a wide catchment area as the nursery is situated within a business park, close to a motorway junction. The setting supports a number of children with learning difficulties and/or disabilities and also a number of children who speak English as an additional language.

There are 37 staff working in the nursery, of whom 34 work directly with the children. Of these, 16 hold appropriate childcare qualifications and five are working towards to qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy being cared for in the bright and generally welcoming environment of the nursery. However, there are few resources within the environment that reflect the diverse backgrounds of all of the families that use the nursery. Strong communication systems are being developed with parents and carers in order to promote outcomes for children. Committed staff who enjoy working with the children, ensure that their care needs are appropriately met. New observation and planning systems are being implemented and staff are developing these to support children as they make steady progress in their learning and development. Management have a clear understanding of their priorities for improvement and with the continued commitment of dedicated staff towards managing change and developing practice, these are achievable.

What steps need to be taken to improve provision further?

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

- develop further the organisation of space and resources, inside and out, to support children's learning and development and to provide them with a wider variety of resources and activities that are readily available at all times
- develop planning further in order to effectively provide activities and experiences that are responsive to children's individual interests and build upon their identified next steps in learning and development
- develop resources and activities that effectively reflect all of the children's

cultural backgrounds and their linguistic diversity.

The leadership and management of the early years provision

Children benefit from the development of good systems to support communicating and working with parents and carers in order to promote outcomes for children. Parents get to know their child's key person and key person displays are updated daily to inform parents when another staff member has needed to cover for their child's key person. Bright displays, notice boards and regular newsletters keep parents well informed about the activities and experiences their children are participating in. Parents are encouraged to become actively involved in their child's learning and development. Staff have started to provide home observation sheets to enable parents to share information about their child's abilities and interests and regular parent evenings provide formal opportunities to discuss their child's progress. Parents and carers are welcomed into the setting to share their backgrounds with children and to give their views about the setting as a whole. Parent liaison groups provide parents with an opportunity, either personally or through one of the parent representatives, to work with nursery staff to make changes that will improve the nursery as a whole. Consequently, parents are actively supporting the nursery's marketing strategy and are making useful suggestions for how the quality of food can be further improved.

The views of parents have contributed towards the nursery's self-evaluation. Management have also drawn upon comments and views that have been shared by staff during staff meetings. This has enabled the management to develop a clear view of the setting's strengths and priorities for improvement, although it has not been shared with staff in order to fully promote improvement across all areas identified. Areas for improvement, such as observation and planning systems, have corporate support with in-house training opportunities and specialist advice available. Although there are no formal training plans in place, where resources allow, staff are encouraged to participate in ongoing professional development training.

Children are safeguarded from harm and neglect and positive steps are taken to promote their welfare. There are robust recruitment and vetting procedures in place. Systems make sure that all staff take responsibility for ensuring that children are never left unsupervised with people whose suitability has not been confirmed. Comprehensive child protection procedures are in place and these are clearly understood by staff.

The quality and standards of the early years provision

Children are happy and generally confident and well settled within the bright and friendly environment of the nursery. Each child benefits from having a personal peg for their own possessions and they are supported by a key person to settle and develop a sense of belonging. Key people get to know children well, ensuring that their individual health and care needs are appropriately met. They talk to parents, sharing information on a daily basis and have started to make formal

observations in order to gain a better insight into children's interests, abilities and next steps in learning and development. Knowledgeable staff are developing planning systems in order to provide interesting activities and experiences for the children, that are appropriate to their general ages and stages of development. Consequently, children are making steady progress in their learning and development.

However, outcomes for children are not maximised. This is because there are no defined links between the observations of children's interests and their identified next steps in learning and development and the planned provision of resources, activities and experiences. Whilst children's records are beautifully illustrated with photographs of children and staff have started make summative assessments to share with parents, the newly developed records do not clearly track children's progress towards their identified next steps. In addition, the organisation of space and resources, inside and out, does not always provide children with a wide variety of resources and activities that are readily available to them at all times. Staff strive to provide babies and young children with access to a board range of activities and resources through regularly rotating these. They also provide regular opportunities to explore outside areas and the resources available in the communal play area. Older children enjoy having access to a wider range of resources that are easily accessible within the rooms that they use, although this is not yet fully reflected in the outside areas used by children.

Confident children enjoy exploring the resources and activities that are available and older children talk articulately about the activities they enjoy most and the topics that interest them. They explain how they enjoy colouring and painting, and describe how they could rub two pencils together to make fire, fully aware of the potential harm fire causes. Children play harmoniously together and are well supported by staff to share and to take turns. They are starting to learn about diversity in the world around them through some carefully planned and stimulating activities that are organised by staff. For example, older children have great fun on 'International Mother Language Day', when they explore traditional dress, musical instruments, stories, songs and food shared by parents from Zimbabwe and India. However, children do not benefit from accessing resources and activities in their everyday play and learning that effectively reflects their own diverse cultural backgrounds and linguistic diversity.

Children are developing a good understanding of how to be healthy and to stay safe. All children enjoy sociable snack and meals times when they sit together to share the regular healthy, balanced snacks and meals that are provide. Good personal hygiene is promoted through daily routines and there are daily opportunities for children to be active outside in the fresh air. Staff remind children of the rules that keep them safe and regular fire evacuation practises help children to learn what to do in an emergency. Planned activities and experiences help to enhance older children's knowledge and understanding. They greatly enjoy meeting police officers, dentists and nurses, and have started to plant their own vegetables.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	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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