

Busy Bees Day Nursery at Bromsgrove

Inspection report for early years provision

Unique reference number 205167
Inspection date 15/04/2009
Inspector Rachel Wyatt

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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 Bees Day Nursery originally opened in 1996 and was reregistered in 2000. It is part of the Busy Bees group of nurseries. The nursery is located in the Aston Fields district of Bromsgrove near local shops and the railway station. It operates from four ground floor playrooms and a first floor play area in a self-contained building. There is level access to the building and within the ground floor areas, with stairs to the first floor. The nursery serves the local and surrounding area. The nursery is open each weekday from 08.00 to 18.00 all year round, except for bank holidays. All children share access to secure enclosed outdoor play areas.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 86 children may attend the setting at any one time. There are currently 140 children under five years on roll. Children attend for a variety of sessions. Support is available for children with learning difficulties and/or disabilities, and for those who speak English as an additional language.

Twenty two staff work with the children. Of these 18 staff have an early years qualification to at least Level 3. The nursery also employs relief staff, a chef, and a maintenance technician. The setting receives support from the local authority. The nursery provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery's practice is inclusive because children's care needs are fully understood and successfully met. Their learning and development is enhanced because priority is given to reflecting their interests and choices in the daily selection of toys and activities. As a result babies and children feel valued, relish the focus on child-centred learning and have generally good support for their differing abilities. The provider, nursery manager and staff are committed to the ongoing development of the services and outcomes for children. For example, children's care and learning has been enhanced by changes to outside areas and improvements in the décor and layout especially in First Steps, the toddler room and pre-school.

What steps need to be taken to improve provision further?

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

- improve the organisation of babies' exploratory, creative and physical play, including providing them with regular opportunities for outdoor activities
- develop further the links between the outcomes of assessments of younger children's progress and the planning and organisation of activities to ensure these are consistently relevant and motivating.

The leadership and management of the early years provision

Babies and children are well looked after. Managers and staff work well together and are effectively deployed to ensure consistency for children, and so that activities are enjoyed in an inviting, safe and secure environment. In the main, staff confidently carry out their duties, including those who are key persons or with additional responsibilities such as the nursery's special educational needs coordinator (SENCO) or named officers for child protection, behaviour management and health and safety. Adults ensure sessions run smoothly so children have time to complete what they are doing and their care routines are unhurried and well-managed.

Children are fully safeguarded. Staff understand the nursery's clear child protection procedures which are shared with parents. Prompt appropriate action is taken if there are concerns about a child's welfare. The nursery's robust recruitment, induction and staff development procedures also contribute to safeguarding children, ensuring that anyone working with them is suitable and has relevant qualifications and experience. Children's well-being is supported because all required consents and information are obtained before they start, and the nursery's health and safety procedures are effectively implemented. For example, monitoring of accidents and implementing risk assessments and safety checks help to ensure areas are secure and free from hazards. Children who need medication, become unwell or have an accident are given prompt appropriate treatment, and parents are kept well-informed of any issues relating to their child's health. Meals and snacks are carefully prepared, taking account of children's cultural and health needs and so they have varied, nutritious meals.

Children benefit from the effectiveness of the nursery's ongoing monitoring and self-evaluation. Targets for improvement are acted on, resulting in, for example, ongoing improvements to the premises; the provision of additional resources and information to support children's home languages, and providing parents with further information about the Early Years Foundation Stage. Parents' views are encouraged and followed up, for instance via questionnaires and their contributions to the parents' liaison committee. Recommendations from the last inspection have also been addressed, resulting in improvements to younger children's story times and enhanced facilities for children in pre-school.

Partnerships with parents are successful and valued by the provider. From the outset children and their families are given a warm welcome. Good quality information for parents and effective settling in arrangements help to reassure new children and their families. Parents and staff work together to support children's care and learning. For example, parents are regularly encouraged to provide information about their child's interests, characteristics and skills to help staff to plan relevant activities. Children's learning is also enriched by their parents coming in to the nursery to share a skill or experience with them, and they are given ideas for activities they may wish to follow up at home. Parents and carers have regular feedback about their child's routines, activities and achievements and opportunities to discuss and review their child's progress with their key person.

The quality and standards of the early years provision

Children make good progress because they have a rewarding time at nursery. The manager and staff create a welcoming, friendly atmosphere so that children soon settle. A strong focus on promoting babies' and children's interests and choices means they feel valued and included and many activities are child-led. As a result children become increasingly independent; they are confident about making decisions, and are eager to take part in activities. Children's development is in the main supported by the nursery's sound assessment procedures. Most staff confidently identify and successfully plan for each child's learning priorities, but it is not always clear how babies' and some younger toddlers' next steps are followed up. As a result, activities and equipment are not always sufficiently well-organised to fully promote these younger children's physical skills such as their emergent walking, or to provide them with a wide range of materials and role play toys to help them to express themselves creatively.

Babies and children benefit from the support of kind and caring staff. They ensure that children are safe, comfortable, well nourished and rested according to their needs. Children with specific health, dietary, physical or learning needs are well looked after and sensitive support is given to those who need additional help or encouragement. Babies and children develop good relationships, learning to interact well and respond positively because staff show an interest in what they are doing, talk easily to them and encourage their good behaviour, turn taking and attentive listening.

Children are active learners because their understanding is promoted in practical, fun ways. Babies relish exploring their spacious room, showing delight as they discover the shapes, textures and noises made by an interesting range of easy to handle toys. Toddlers and older children have many worthwhile opportunities to experiment and investigate water, sand, dough, paint and collage materials. Their understanding of shape, colour, size and number is fostered well in ways that are appropriate to their level of understanding. As a result pre-school children confidently match items according to colour, shape or size and accurately respond to number problems such as how many savouries are needed for their table at tea time.

Children develop good life skills. They play well together and independently. They like to be helpful, assisting with tidying up and other tasks such as laying the tables for tea time in the pre-school room. Children learn about the wider world, through their play and communications and through using toys, resources and books which reflect positive images of diversity. They develop a good understanding of the importance of staying safe and having a healthy lifestyle. For example, during nourishing snacks and meals, babies and children make healthy choices about what to eat and drink. They are physically active, confidently using climbing and balancing equipment and wheeled toys, although babies do not have the same opportunities as their older peers for regular outdoor activities.

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 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.