

# Bumble Bees Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY307542
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Christine Bonnett
<b>Setting address</b>	21 Inglis Road, London, W5 3RJ
<b>Telephone number</b>	0208 9926263
<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

Bumble Bees Day Nursery is privately owned by Bumble Bees Day Nursery Ltd. It opened in 2005 and operates from a converted house in Ealing Common, in the London borough of Ealing. A maximum of 39 children may attend the nursery at any one time. All the children's rooms are on the ground floor. It is open each weekday from 08:00 to 18:00, all year. Children have access to a secure enclosed outdoor play area.

There are currently 47 children aged from three months to five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery currently supports children with learning difficulties. It is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 12 staff, all of whom hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The nursery promotes an inclusive environment where all children are respected and valued. Self-evaluation systems are in place to monitor and develop the service to benefit the children and their families. Children make progress in their learning and development as they engage in a variety of suitable activities.

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

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

- develop systems to assess observations, identify learning priorities and plan relevant and motivating learning experiences tailored to the needs of the individual children within a rich learning environment
- organise mealtimes to enable children's independence to be fully promoted
- organise staff and the routine of the room to ensure effective use of time and space to provide each child with enjoyable and challenging learning and development experiences
- provide appropriate resources in the children's bathrooms to enable them to manage their own personal hygiene effectively and to prevent the spread of infection.

## The leadership and management of the early years provision

The manager/provider recognises the importance of evaluating and continuously developing the practice of the nursery. Action plans are devised and areas for improvement are well targeted to bring about positive change. One area identified is to develop the garden to provide a richer learning environment for the children. In addition, the manager/provider has implemented all the recommendations made

at the last inspection. This has enhanced the general well-being of the children.

Although parents are not currently involved with the process of self-evaluation, the nursery works closely in partnership with them. All relevant information is sought when a child starts to ensure continuity of care is provided. Daily diaries are used to ensure parents are aware of how their child has spent the day.

Staff have a sound knowledge of child protection matters. They are aware of the indicators of abuse, and how to report any concerns. The nursery has robust recruitment procedures in place to ensure that all those having access to the children are suitable to do so. Children's safety is promoted as risk assessments and safety checks are carried out regularly, along with emergency evacuation drills.

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

Staff treat children with kindness. Babies receive warm, nurturing care, which helps them develop security and a sense of belonging. Children have suitable space in which to enjoy their play. However, in the room used by the toddlers, they become bored and consequently lose interest in learning because of the lack of structure in their routine and the organisation of staff.

The nursery is maintained to a good standard of cleanliness. The designated 'no shoe' areas ensure that younger children can crawl and play on the carpets with minimal risk to their health. However, children's health is jeopardised because they share cloth towels in the bathrooms, which could result in cross-infection between them.

Although observations are carried out on all the children to note their level of development, the findings are not sufficiently assessed to ensure the next step in their individual learning journey is identified and included in the planning of activities. Most staff have only recently received training in the Early Years Foundation Stage. Although they are aware of the six areas of learning, they have not yet developed skills to link them together in activities to provide a rich and cohesive learning environment in which all children make good progress.

Meals are freshly cooked on the premises and take account of the children's individual dietary needs. Couscous, chicken and shepherd's pie are all on the menu. Fresh fruit and vegetables are provided each day. The independence of older children is not consistently promoted at mealtimes. Although on occasions older children help to prepare food, sometimes pre-sliced fruit and ready-made sandwiches are handed to them by staff, rather than children helping to prepare or serve themselves. In addition, staff do not sit down around the table with the children to create a relaxed and social occasion.

Children have lots of opportunities to enjoy outdoor play. They have great fun running relay races and playing the parachute game. They also enjoy listening to a favourite story on tape, such as 'The Gruffalo', and anticipating with glee what happens next.

## 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?	2
How well are children safeguarded?	2

### 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