

Busy Bee (By The Bridge)

Inspection report for early years provision

Unique reference number

EY311441

Inspection date

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Inspector

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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).

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 Bee (By The Bridge) was registered in 2006. It is privately run and part of a group of nurseries based in South London. It operates from a modern church hall located by the Thames river on the Putney Bridge in the London Borough of Wandsworth. The nursery premises include a main play room, a side room, a quiet room, office, a kitchen and toilet facilities for children and staff. The children also have access to an enclosed outdoor area with soft and hard surfaces for all weather play. Most children attending come from the local community.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for 28 children from two years to the end of the early years age group. There are currently 31 children on roll. Children attend a variety of sessions both full and part-time. The setting currently supports children with identified disabilities or English as an additional language. The nursery is open every weekday, term time only, Monday to Friday from 09:00 to 12:00 and 13:00 to 15:00 Wednesday and Thursday. More than 50 percent of the staff team have early years qualifications including the National Vocational Qualifications in childcare and early years to level 3. There are two specialist music teachers who visit weekly.

Overall effectiveness of the early years provision

Overall, the provision is good. Children benefit from attending a group which gives priority to children's safety, welfare and education. They settle well in this inclusive environment and receive a good level of support for their individual needs and ability. Good working partnerships with parents and outside professionals enables staff to provide a consistent level of care for the children attending. Methods of evaluating the provision are in place and ensure the group maintains continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure staff appraisals clearly support continuous improvements at the setting
- further extend children's independence skills to ensure they have more ownership of the environment
- ensure the fire exit strategy is reviewed

The leadership and management of the early years provision

Good leadership and management at this group is supported by strong team working and dedication from well qualified staff to provide a safe and stimulating environment for the children attending. Good working partnerships with children's

parents greatly enhances children's achievements and future success. Well resourced, bright and inviting areas in the room and outside encourages the children's participation in activities and they are eager to attend. Policies and procedures in place ensure the welfare and learning of children is consistent and that all staff are clear on their responsibilities in delivering the Early Years Foundation Stage.

Children's safety is given priority through regular risk assessment of the premises and outside area and fire procedures regularly practised with the children to familiarise them with this emergency situation. Some aspects of the fire procedure have not been recently reviewed however particularly concerning fire exit strategies. Children are safeguarded at the setting because staff know what to do if they have any concerns about the children's wellbeing. Clear links have been established with the local authority and all staff understand recording procedures and have explained this to the children's parents. Children's good health is given due care and attention and they benefit from regular healthy snacks and drinks throughout the session. Regular outdoor play enables the children to participate in worthwhile physical activities and benefit from the surroundings overlooking the river Thames.

The children are well cared for when unwell and clear medication procedures are in place. To further support this at least two staff who are first aid trained are on site each day should an emergency arise. Staff access training regularly to ensure they are up to date with regulations and share information in ongoing staff meetings. Monitoring and evaluating the provision is well underway and clearly supports ongoing improvements but there is less emphasis on staff appraisals to ensure practice remains consistently strong.

The quality and standards of the early years provision

Children enjoy being at the group and demonstrate particularly good levels of engagement during activities. They benefit from the daily routines which include additional activities in singing, dance, drama and karate and have a good understanding of their own health and safety. Children's individual needs and interests are well catered for and observations of the children's reactions during play are well used to inform future planning and thereby extend children's learning potential in all areas. They achieve well as a result, relate well to their peers and adults present and behaviour is very good. They take turns to help staff with gardening and cooking activities, climb and use trikes in the garden and can see and discuss activities which may be happening on the river.

Children's eagerness to participate is supported through well planned, purposeful play and exploration, both in and out of doors and a balance of adult-led and child-led activities. This enables them to become active and enthusiastic learners. For example, children are equipped with knowledge and skills which they self initiate through role play, such as the current puppet show which evolved from staff and children bringing in objects to support the letter of the week. At times children's level of independence is not fully extended to encourage them to have further ownership of the environment, however. Despite this, children show curiosity and

enthusiasm when using the resources provided and often spend sustained periods concentrating on tasks such as building and junk modelling; using their ideas and problem solving techniques to create space rockets and vehicles, for example.

The children show a fondness and clear understanding of books and often relax with their favourite titles on large cushions in the book corner. They are becoming increasingly proficient at mark making to signify numbers and symbols including detailed drawings relating to their experiences. Opportunities to fully support their learning particularly in number operations and literacy are taught well throughout all activities so that children benefit from integrated learning which is both meaningful and fun for children of all abilities.

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

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