

Busy Bees Day Nursery at Glenalmond

Inspection report for early years provision

Unique reference number	123548
Inspection date	11/06/2009
Inspector	Kay Williams
Setting address	14 King Harry Lane, St. Albans, Hertfordshire, AL3 4AP
Telephone number	01727 854499 or 844722
Email	
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 Bees Day Nursery at Glenalmond is one of 134 nurseries run by Busy Bees Nurseries Ltd. It opened in 1998 and operates from 10 rooms located within a three storey converted manor house. It is situated in St Albans in Hertfordshire. The nursery is open each weekday from 07:30 to 18:30, 52 weeks of the year. Access to the provision is via the ground level entrance. Once inside there are stairs leading to the upper floors. All children share access to a secure, enclosed, outdoor play area.

The nursery is registered to care for a maximum of 120 children under 8 years at any one time, all of whom may be in the early years age range. There are currently 162 children aged three months to under five years on roll, some attend part-time. Of these, 52 children receive funding for early education. The nursery also offers care to children aged over five years during the school holidays. The nursery currently supports a small number of children with learning difficulties and a small number of children who speak English as an additional language.

The nursery employs 24 members of staff. Of these, 14 hold appropriate early years qualifications and six are working towards a qualification.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. In the main, children enjoy their time spent in the setting, engaging in a suitable range of activities that support and promote their learning and development. Staff work effectively with parents to record detailed information relating to all children. As a result, their individual needs are adequately met and all children are treated with equal concern. The setting has a comprehensive assessment system in place which clearly identifies the strengths and weaknesses within the provision. This places the staff in a strong position to target areas of their practice and develop strategies to seek appropriate improvement.

What steps need to be taken to improve provision further?

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

- develop the key person system to ensure that a genuine bond between the key person and the children develops and support this further by offering consistency in children's care routines
- enhance staff skills and knowledge in relation to their interactions with children to allow them to develop their own interest and skills, especially regarding creative art activities
- offer children a wider range of activities that are appropriately challenging

and that take account of children's individual learning styles and recent interests

- improve the system for obtaining information relating to children's starting points in their learning ensuring that this is consistently recorded for each child in order to successfully build on what the child has already achieved at home

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure qualified staff are effectively deployed and meet the requirements set out in Appendix 2 of the Statutory Framework for the Early Years Foundation Stage (Staffing arrangements) 31/07/2009
- conduct and record a thorough risk assessment which identifies the potential risk and the action taken to minimise the hazards in the room where the pre school children sleep (Suitable premises, environment & equipment) 26/06/2009

The leadership and management of the early years provision

The managers have worked hard to develop policies and practice to support and develop staff knowledge of the Early Years Foundation Stage (EYFS). However, staff are not effectively deployed and some of the group rooms do not have appropriately qualified staff working with the children.

Overall, children are effectively safeguarded. Staff understand the child protection procedures which are clear and appropriate. Risk assessments are conducted regularly and are appropriately recorded, although they do not cover all areas of the premises. Consequently, the children are exposed to potential hazards in one of the sleeping areas.

Partnership with parents is a strength of the setting. Relationships between the staff and the parents are friendly and information is freely exchanged. Parents views sought and a recent questionnaire indicates that most parents are satisfied with the service they receive. Parents are offered a wealth of information via the different notice boards which are sited throughout the nursery and monthly news letters advise them of forthcoming events, such as the summer sports day. They are well informed about their children's progress as staff share the children's learning journals with them.

The setting has made steady progress since the last inspection and has taken some steps towards addressing the recommendations raised to improve outcomes for children. For example systems for observing children's progress are developing well and staff are developing an understanding of how to plan for children's next steps. The management team have made effective use of self-evaluation systems,

by reflecting on practice to identify priority areas for improvement. However, plans to implement such improvements have yet to be fully developed.

The quality and standards of the early years provision

Staff have a developing knowledge of the EYFS. They use this to plan a satisfactory range of activities and learning opportunities for the children to enjoy. The daily routines offer opportunities for children to make independent choices about where they prefer to play and what resources they want to use, although this is more effective in the older age group as younger children's play is interrupted with whole group activities such as snack time. Children are supported in their learning by staff who interact and play with them, this is especially effective during child initiated play. However, some of the adult lead activities do not allow children to develop their own skills. For example, art activities tend to be over directed by the adult.

In the main, children settle quickly and part happily from their parent or carer. Each child is assigned a key person who is responsible for important areas of their care and learning such as observing children's progress. However, in practice the key person does not tend to children's individual care routines and can often be called upon to provide cover in another group room. This approach does not effectively promote secure meaningful relationships between staff and children and causes upset, particularly for some younger children. It also impacts on staff awareness of children's individual needs, such as children for whom English is an additional language.

Staff record detailed information regarding children's needs, although this does not extend to recording children's starting points in their learning. Consequently, their learning does not effectively build on what children already know or effectively take account of their individual interests and learning styles. For example, babies and younger children are often encouraged to participate in the same activity at the same time.

Children are articulate, confident communicators who are able to express themselves clearly in order to seek support from staff. Older children are developing a clear concept of time as they negotiate a turn of the walkie talkies, in "three minutes from now" they confirm. Children are well behaved. They play cooperatively with their peers and enjoy initiating their own play, especially role play and dressing up. Children make good use of the book areas and enjoy looking at books independently and listen attentively when staff read to them.

Children have sufficient opportunities to play outdoors. The group rooms rotate the use of the garden where children enjoy riding bikes and using the climbing frame. The indoor soft play area is also used for robust physical play. Children's good health is effectively considered. They are offered a healthy balanced diet and are able to help themselves to a drink of water throughout the day. Dietary needs and other allergies are well catered for. Accident records are appropriately documented and parents are requested to sign to confirm that they have received the information.

Children enjoy the benefits of a bright, welcoming environment and overall their safety is given appropriate priority. The entry phone system means that children are safe as only those invited are able to enter the building and all visitors are carefully monitored. Children records of attendance are well documented overall. The complaints procedure is effectively understood and previous complaints have been appropriately managed.

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?	3
How well are children safeguarded?	3

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?	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

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 B: the Childcare Register

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

Met