

# Busy Bees at Burntwood

Inspection report for early years provision

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**Unique reference number** EY295717  
**Inspection date** 15/06/2009  
**Inspector** Permjit Tanda / Jackie Nation

**Setting address** Busy Bees at St. Matthews, Shaftesbury Drive,  
BURNTWOOD, Staffordshire, WS7 9QP

**Telephone number** 01543 678690

**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 opened in 2004. It operates from eight rooms within converted church premises in Burntwood. The premises are easily accessible. The nursery serves the local and surrounding areas.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 135 children may attend the setting at any one time. There are currently 141 children on roll who are within the Early Years Foundation Stage (EYFS). The setting also provides care for children aged from five years to 11 years, who attend before and after school and during the school holidays. The setting is in receipt of funding for the provision of free early years education to children aged three and four years. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery is open five days a week, all year round. Sessions are from 07.30 until 18.30. Twenty five full-time and part-time staff work directly with the children of whom most hold a level three qualification, two staff are currently working towards their Foundation Degree in Early Childhood Studies. The setting receives support from a teacher/mentor from the local authority.

## Overall effectiveness of the early years provision

The quality of the provision is good. Staff promote all aspects of children's welfare and learning with success. Children are safe and secure at all times. Key strengths of the nursery include the provision made for children's health and emotional well-being and the effective partnership with parents and other agencies, which contributes significantly to ensuring that the needs of all children are very well met and they receive any additional support they need. Effective self-evaluation ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all its users.

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

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

- plan more effectively for the varying learning needs within the group to ensure the younger children's interest is sustained and the more able children sufficiently challenged during whole group sessions such as 'circle time' and story sessions
- develop further the learning environment for children from one to two years to incorporate more fully a broader range of activities and experiences to increase children's creativity, imagination and exploration skills through activities and access to resources such as the water, paint, dough and role play area.

## **The leadership and management of the early years provision**

The setting is effectively led and managed by the person in charge and her deputy who are supported well by senior managers which contributes to the smooth running of the nursery. The person in charge has energy, is enthusiastic and employs a whole setting approach, supporting collaborative working in relation to promoting children's achievement. Most of the staff team are well-qualified and experienced with up-to-date skills and qualifications, all are motivated and supported to further raise their skills and qualification to level three and beyond. The team strives for improvement and to provide high quality care and education. They work well together to share knowledge, question practice and test new ideas, to improve outcomes for children.

There are robust procedures in place to ensure adults caring for children are suitably qualified, experienced, inducted and kept up-to-date. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of children are in place and regularly reviewed. A well-motivated staff team give good priority to keeping children safe through taking prompt action to manage or eliminate risks within the environment and through conducting effective written risk assessments of the environment, indoors and outdoors. All staff have a clear understanding of the safeguarding policy and procedure and a commitment to working with other agencies to protect children, this means children are safeguarded well.

Partnership working with parents and other agencies is very well-established. Staff understand that they play a key role in working with parents to support their children. Children benefit from a two-way flow of information between parents and staff to promote their learning and meet their individual needs. Through sharing information with other nurseries that the children attend part-time, helps staff plan for their needs and provide continuity of care and learning. An active Parent Liaison Group gives parents an opportunity to voice their ideas and suggestions and to gain a better understanding of the service. Parents receive detailed information and are kept well-informed about the provision. Parents are kept up-to-date about their children's achievements and progress and encouraged to share what they know about their child through carrying out home observations of children's play, which helps strengthen the link from home to nursery and significantly contributes to their learning.

Staff work hard to meet the individual needs of all children and are working towards delivering personalised learning to help children reach their full potential. They promote a positive attitude towards diversity and difference within all the children, which helps them to learn to value different aspects of their own and other people's lives. There are effective systems in place to meet children's needs for additional support, they are identified as early as possible through effectively sharing information, records and working with parents, other professionals and appropriate agencies.

## The quality and standards of the early years provision

Children are welcomed into a warm and inviting space which is organised well with the children's needs in mind. A good balance of adult-led, freely chosen and child-initiated activities are delivered well by staff who are motivated by providing meaningful experiences which promote children's enjoyment and achievement. Therefore, children make good progress in their learning and development. Most of the staff have a good knowledge of the EYFS learning and development requirements. Some staff are extremely creative, they observe and reflect on children's spontaneous play and build on this by planning and providing a challenging environment which supports and extends children's learning. Older children especially have an extensive range of resources and play experiences which capture their interests and imagination. Staff make systematic observations and assessments of each child's achievements and interests to help identify learning priorities and plan relevant and motivating learning experiences based on children's interests and needs. The learning environment for children from one to two years, although inviting, does not fully incorporate a broad range of activities and experiences to increase children's creativity, imagination and exploration skills through activities and access to resources such as the water, paint, dough and role play area.

Children's personal, social and emotional development is supported extremely well. All children develop close relationships which are warm and caring which leads to the growth of their self-assurance, sense of belonging and emotional health and well-being. Children are encouraged to feel free to express their ideas and their feelings and are provided with experiences which help them develop a positive sense of themselves and others. Children are confident within their environment and enjoy the routine. Staff interact spontaneously with children, engaging in them in conversation and promoting their language and communication skills. Babies are encouraged through being physically close, making eye contact using touch and voice to provide opportunities for early conversation. Younger children enjoy making marks through meaningful experiences such as using flour on the floor and the sand, whilst older children enjoy making marks on paper due to the various clipboards, notepads and writing materials which are made readily available for them to use. A wide selection of books are incorporated well in cosy book areas and staff select and use books well to reinforce children's learning in relation to their interests, which helps promote children's fondness for books. Mostly children listen with enjoyment to stories and are often eager to actively participate and repeat their favourite words. However, on occasions large group story sessions are not always effective due to the varying age range and ability of the group and therefore, some children do not always show good levels of interest.

Children's knowledge and understanding of the world is successfully promoted. Children engage in a good range of experiences in which they encounter creatures, people, plants and objects in their natural environment. For example, children have visited the local garden centre and have been planting flowers, tomatoes and pumpkins. They have also been discovering their local area by actively posting nursery calendars through their doors. Young babies are able to move around at their own pace and play with many bright and colourful discovery toys. Toys are

attractively set out and accessible enabling children explore them in their own pace. Children show an interest in information technology through using laptops and a smart board, older children become adept at drawing their pictures and saving their work so they can re-visit it later. Children's problem-solving, reasoning and numeracy skills are developing well as they work with numbers, count, sort and match using a variety of resources. A group of children are enthralled as they develop their problem-solving skills through guessing which item has gone missing from under the blanket. Whilst others enjoy working with activities on a large scale, for example, older children use large shaped floor tiles to create patterns. Children enjoy opportunities to be creative as they paint, draw, colour, manipulate dough and enjoy gluing activities. Staff work hard to celebrate children's creativity and promote their confidence through displaying children's work, for example, many children have painted pictures on canvases which are used as artwork around the nursery.

Children's good health is promoted through effective health and hygiene routines. Children are well-nourished and a range of nutritious snacks and meals are provided. Children enjoy energetic physical activities both indoors and outdoors and babies engage in a relaxing baby yoga session which promotes their confidence and flexibility. Children learn to keep themselves safe through developing an awareness of dangers through gentle reminders from the staff. There are high expectations of behaviour and children develop good habits due to the praise and encouragement they receive. Children successfully develop skills that contribute to their future economic well-being through making good progress in their communication, language and literacy and problem solving, reasoning and numeracy skills and through using information technology equipment to support their learning.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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