

# Busy Bees Day Nursery at Fallowfield

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## **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).

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## Description of the setting

Busy Bees Nursery is one of the range of nurseries run by Busy Bees Limited. It opened in 1998 and operates from four rooms in a purpose-built building. It is situated within the grounds of EAF language College in Fallowfield, Manchester. The nursery is open each weekday, excluding bank holidays from 7.30 am to 6.00 pm for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

A maximum of 84 children may attend the nursery at any one time. There are currently 130 children on roll, all within the early years age group. The provision is registered by Ofsted on the Early Years Register only. The setting receives support from sure start and is one of sure starts satellite centres.

The nursery employs 31 staff to work with the children, of which 20 hold an appropriate early years qualifications. The nursery currently supports a number of children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in welcoming and mostly organised surroundings. Staff generally promote children's welfare and learning with success because they have a sound knowledge of the Early Years Foundation Stage (EYFS). The provision of some interesting activities and experiences support children's individual learning requirements enabling them to make steady progress. A committed team work well together and endeavour to make continuous improvements for the well-being of all children. Staff are particularly focusing on developing and deployment of resources to support the needs and exploration skills of all children within the nursery.

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

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

- keep a written record of complaints and their outcome and make this record available to Ofsted as and when requested. (safeguarding and promoting children's welfare) 25/09/2009

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

- ensure provision is made for all babies to sleep safely without disturbance
- encourage children to value and respect others, by actively promoting diversity and differences through toys, activities and resources
- provide appropriate furniture to enable staff to nurse babies and meet their

- individual needs, whilst bottle feeding
- ensure the premises are clean and well maintained at all times
- ensure the environment meets the needs of all children by deploying the resources, toys and equipment equally between each room; provide equipment that encourages children to reach the next stage of their development with ease and comfort.

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

Good awareness of the Local Safeguarding Children's Board procedures ensures staff can respond appropriately if child protection concerns arise. A detailed safeguarding policy is in place, which is shared with all staff and parents. Staff are deployed well within the nursery to ensure children are supervised at all times. Appropriate vetting systems ensure the suitability of all adults working with children. Comprehensive risk assessments are carried out, ensuring children's safety at all times. However, some hazards within the baby room have not been identified, which impacts on their safety and well-being. Emergency evacuation plans are in place and fire drills are practised with all children and staff on a regular basis. This enhances their understanding of what to do in the event of a fire. There is always a member of staff with current first aid training on the premises as well as fully stocked first aid stations.

Good relationships with parents have been established and information is shared daily by effective use of individual dairies and children's observation and assessment files. This ensures children's continuous care is maintained. The nursery has established tentative links with other providers of the Early Years Foundation Stage that also care for the children attending the nursery. Plans are also in place to share information with perspective schools, before the children attend. Relevant information, such as policies are shared with parents on request, which promotes children's well-being. However, children's welfare is not fully enhanced as systems are not yet in place to record details of complaints or concerns. This is a specific legal requirement.

Suitable monitoring systems enable improvements to be made which has a positive impact on the overall quality of the provision. The majority of recommendations made at the last inspection have been addressed enhancing children's health, learning and development. Targets for further improvements are highlighted and suitable plans for addressing areas of weakness are in place. For example, staff are currently seeking ways to deploy resources equally throughout the nursery in order to give children more choice and independence. Equality and diversity is positively reflected as stereotypical views are actively challenged and the equal opportunities policy is clearly understood by staff. However, this is not fully reflected in practice.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from extra learning sessions and make sound progress in their learning and development because staff plan regular visits from outside professionals. For example, a qualified chef and nutritionist visits on a weekly basis bringing various fresh fruit, vegetables and fish. Children make juice and sushi and learn about the benefit this food has on their bodies. The nursery has just won an award on introducing children to sea food, as a result of this activity. Children develop their language skills as they learn basic French, through songs and flash cards. They draw pictures of rainbows and write in French. Younger children are playing with sand and various tools, they scoop some sand and watch intently as it falls on the wheel and makes it spin, they laugh and continue scooping the sand. They are developing mathematical understanding through counting activities; sorting shapes on the abacus and learning which buttons to press on the tape recorder to make music. Children are sufficiently challenged in their learning as staff ask open ended questions which enhances their communication and challenges them to think. Consequently, children are beginning to develop skills for the future.

Children make steady progress towards the early learning goals in relation to their starting points and capabilities as staff know the children well and build on their interests. This promotes a personalised approach in learning for all children. Suitable systems are in place to observe and monitor children's progress as records of development reflect their achievements and identify their possible next steps in learning. Resources are provided, across the 6 areas of learning, which sufficiently captures children's interest. As a result, children are reasonably occupied and stimulated. However, limited resources are provided in each area which restricts children's choice and independence. This means children have fewer opportunities to initiate their own play and learning.

Good emphasis is given on promoting children's health as efficient personal hygiene measures are implemented, such as hand washing at appropriate times of the day. All food is prepared by a chef who holds a current food hygiene certificate and takes responsibility for preparing detailed menus. Effective hygiene measures for cleaning toys and resources are in place, which minimises the risk of cross-infection. However, the system for monitoring the cleanliness of the nursery overall is ineffective. The majority of the required records and documentation, for the safe and sufficient running of the provision are in place, which further enhances children's good health and well-being.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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