

# Busy Bees Day Nursery at Altrincham

Inspection report for early years provision

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<b>Unique reference number</b>	310342
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<b>Setting address</b>	72 Ellesmere Road, Altrincham, Cheshire, WA14 1JD
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<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).

## **Description of the setting**

Busy Bees at Altrincham is one of a chain of day nurseries owned by the Busy Bees Group Limited. The nursery has been registered since September 2000 and operates from a large Victorian house in a residential part of Altrincham. The nursery is registered on the Early Years Register to care for a maximum of 107 children at any one time. The nursery is open on weekdays between 8am and 6pm with the exception of bank holidays. A special arrangement can be made for children to arrive at 7am and to depart at 7pm. All children share access to a play area at the rear of the property.

There are currently 123 children in the early years age group on roll, 22 of whom receive funding for early years education. Children come from a wide catchment area as their parents travel to work in or around the area. The nursery supports children with learning difficulties and disabilities as well as children who speak English as an additional language.

The nursery employs 32 staff who work directly with the children, of these, 19 hold a suitable early years qualification. The setting receives support from the early years advisory service in Trafford.

## **Overall effectiveness of the early years provision**

The quality of the provision is good. All children attending the nursery make good progress in their learning and development because they are offered a safe and child-friendly environment and are well known as individuals to staff. Staff build strong relationships with parents through a variety of effective strategies. Management are developing strategies to strengthen links with other agencies, such as local primary schools. Management make sure that all welfare requirements are met thus successfully supporting children's care needs. The manager has an understanding of the strengths of the setting and those areas which need additional support. Management have successfully addressed most recommendations made at the last inspection and as an organisation take very effective steps to support staff through the organisational structure and in-house training programmes.

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

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

- ensure each room gives equal importance in their planning as to how each of the areas of learning will be delivered to children in the outside environment in order to meet a wider range of learning styles
- ensure written assessments and planning reflect accurately what staff know and understand about each child to enable them to maximise children's progress
- increase children's independent access to natural resources to encourage

children to use all their senses and enhance their understanding of the world

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

Children are kept safe and safeguarded at the nursery as staff are vigilant in following procedures to protect them. The systems for recruitment, selection and induction of staff ensure they are suitable to work with children. All staff have been trained in safeguarding children and are aware of their roles and responsibilities in reporting concerns. All required policies, procedures and records required for the safe and efficient management of the provision are well thought out, effective and kept up-to-date.

Parents and carers are provided with comprehensive information about their children's welfare and learning in a pack issued to all new starters. They are offered induction sessions for themselves and their child during which time the key member of staff discusses in detail with the parent the child's routine, individual needs and what they can expect from the nursery. Parents are invited to share their views in annual and exit questionnaires; they receive regular newsletters and attend bi-annual parent evenings. Wider family links are forged through such events as grandparents' day. Parents report a high level of satisfaction with the care their children receive. The setting has started to build links with other agencies, for example, by attending cluster meetings with local schools and other providers to help to ensure continuity of care when children start school.

The manager knows the strengths and weaknesses of the setting well but has not involved other staff and parents in the formal evaluation process which does not effectively promote staffs' and parents' ownership of development plans. The qualified and experienced staff team are motivated in their continuous professional development and regularly attend training. Plans and strategies are in place for future improvement. These include the development of outdoor play and a central resource for home corner enhancements.

Children's welfare is protected by comprehensive risk assessments for all areas of the building, outdoor area and resources. They are carried out daily, monthly and annually and all are dated, signed and reviewed. Management are meticulous in ensuring the safety of children. For example, the building is protected by a biometric entry system and staff are all very clear about the collection of children policy and are seen to put it effectively into practice. Positive steps are taken to promote children's good health and wellbeing. A full-time cook is employed who provides healthy, well balanced nutritional meals and snacks. The nursery has won an award for its menus and shares recipes with parents and they with the nursery. All meals and snacks are cooked daily from fresh ingredients and fruit and vegetables are plentiful.

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

Children are making good progress towards the early learning goals and their welfare is well provided for. They are very well supported, by an experienced staff

group in a warm and welcoming environment, which contributes to their learning. The effective organisation of the playrooms enables children to move around freely and to self-select from a range of good quality toys and resources. As a result, children are confident, excited and motivated to learn. Children, however, have fewer opportunities to self-select materials and resources that would involve them in using all their senses, such as fruits and natural materials.

Staff use their knowledge of each child to successfully plan activities that are focussed on that individuals' progress. Children's learning journeys include some photographs and evaluative observations, however, in some instances the processing of observations lags behind planning, making it difficult to assess if those children are making maximum progress in all areas at all times.

There is a successful balance of adult-led and child-initiated activities and the planning takes account of children's interests in order to provide challenging and enjoyable experiences for them. There is a stimulating outdoor area where children can climb, jump and balance, as well as an indoor room devoted to children playing actively. Children enjoy weekly coaching in such activities as dance and football skills. Children and babies play outside each day even when the weather is poor as there is a covered all-weather area. Staff do not consistently plan to bring all the curriculum to children in the outdoor environment.

Children throughout nursery are observed to be productively busy, enjoying learning and actively involved in developing their imaginations and skills. Babies paint with glue and sprinkle it with sand, exploring the textures, their expressions showing delight and surprise. They benefit too from cuddles and feeds as and when they want them. Older children are confident and independent directing their own activities and environment learning as they play, skilfully supported by attentive staff. Staff spend time continuously engaging children in conversation, extending the children's language skills and critical thinking. For example, children playing with a dolls house are provided with people to go in it and are asked, 'Which room is this, what else should go in there?' or, whilst they are looking at a catalogue staff ask, 'When would you need wellies?' Children are constantly challenged to think.

Children are beginning to understand problem solving, reasoning and numeracy in their day-to-day practice, as they play in water and sand, build to plans and count successfully how many pencils are in a pot. Children are learning about their own environment and the wider world by keeping pets, such as fish and giant snails, and playing in the role play area which is frequently changed to represent a variety of environments, the home, the garden centre and the hospital. Visitors, such as the fire brigade and a professional chef who brought live crabs for the children to see, help children to become aware of their safety and where their food comes from.

The staff know the children well and effectively promote their self-esteem through the use of praise and responsibility. The children keep their environment tidy by clearing away the resources when they have finished with them. They are developing good self-help and independence skills as they find and put on tabards when accessing the very well resourced messy play area or fetching tissues to

wipe their noses. Children are well-behaved and staff are very good role models, with high expectations of children's behaviour and good manners. Children build positive relationships, as they sit and chat to each other and the staff throughout the day.

## 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.	3

### 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?	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>	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?	3
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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