

Bizzy Bees Nursery

Inspection report for early years provision

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Inspector

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Type of setting

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).

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.

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Description of the setting

Bizzy Bees Day Nursery was registered under the current ownership in 2002 and re-registered to a limited company in 2009; it is privately owned. The nursery operates from a detached building which consists of a hall and two integral rooms, a kitchen, toilet facilities and a utility room. The two integral rooms are provided for children aged under two. There is a secure garden available for outdoor play and the premises is wheelchair accessible. The setting is located in a residential road in Worcester Park in the London borough of Sutton. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 40 children, of whom 15 may be aged under two years at any one time. There are currently 31 children on roll, of these 13 are aged under two years, of whom six are currently aged under 15 months. Children come from the local and wider areas. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery employs nine staff to work with the children, plus a full-time cook. Three are qualified to Level 3, one has nearly completed Level 3, four are qualified to Level 2, and one unqualified staff is due to commence Level 3 training in April. The proprietor is qualified to Level 7 and has Early Years Professional Status (EYPS).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and development is supported by a team of staff who know and understand the children's individual needs well. The premises is maintained in good working order, although the baby room is less well organised and presented. Nevertheless, children are safe, secure and happy within the setting. Good partnerships with parents, local schools and other agencies ensure that the needs of all children, particularly those with special educational needs and/or physical disability, are met. Overall, given their age, ability and starting points, children are making good progress in their learning and development. The setting's self-evaluation demonstrates good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the regularity of observations to better inform assessments and planning; involve parents more in this process
- improve the environment further; make play and learning resources more accessible to children and, particularly in the baby room, ensure that wall displays are pitched at children's eye level.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding all children. Rigorous recruitment and induction procedures ensure that children are cared for by a fully vetted and suitably qualified staff team. A rolling programme of child protection training ensures that staff are secure in their knowledge and understanding of procedures to follow if they are concerned about a child in line with the Local Safeguarding Children Board guidelines. Children's welfare is closely monitored through record keeping which means that possible concerns are promptly identified and acted upon. All records, documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) are in place, clearly understood and implemented by staff, for example astute risk assessments are conducted for each individual outing. All policies and procedures are shared with parents. Staff are supported to achieve early years qualifications and staff meetings are used to share ideas, knowledge and skills.

Staff deploy themselves effectively to support children's individual needs. The setting is well equipped with toys, equipment and creative materials, and planned activities are well resourced to enable the inclusion of all children's interests and abilities and to promote equality and diversity. Excellent use is made of the local community to encourage children's sense of belonging and awareness of diversity. However, although self-evaluation has prioritised the baby room environment for improvement, it is not yet best organised and presented to actively encourage curiosity or independent play. The outdoor play area is well used by toddlers and preschool children, but it is not best suited to babies. However, ambitious plans for the redevelopment of the outdoors, which includes a sensory garden for babies, demonstrates how the setting is striving to improve the outcomes for children.

Staff have good relationships with parents, well established partnerships with other early years specialists and agencies and strong links with the local community. This helps considerably to ensure the successful promotion of equality and diversity. Parents praise the commitment of staff who, by working closely with them and other specialists, ensure a triangulation of support which gives children a head start in their learning and development. Parents further comment on the enthusiasm of children to attend each morning and on the progress that they are making in linking letters to sounds. Parents are well informed about activity planning and special activities through the notice board, newsletters and creative work that children take home with them at the end of a topic. Twice yearly parent consultations provide opportunities for in depth discussion about children's progress and development. However, this is not frequent enough to keep parents up to date with children's rapid progress, but management have already identified this and more effective use of the home-nursery link book is in the process of being implemented.

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

The gradual settling-in procedure for new children minimises separation anxiety for both children and parents. Relationships between children and staff are warm, affectionate and trusting. Squeals of laughter are frequent as children join in organised games and initiate their own, such as with the parachute, making dens and engaging in animated play with staff, dinosaurs and topsoil. Babies enjoy an abundance of cuddles which helps them to feel safe and secure and demonstrate a strong sense of belonging when they join the main nursery at specific times during the day. However, opportunities for babies to develop awareness of themselves and others and feel a sense of belonging in their base room are minimised by a lack of attention to making their environment enabling, for example play resources are not visible or accessible unless they are put out by staff, there are no mirrors for babies to see themselves and photographs are displayed above children's eye level.

The foundations for children to adopt healthy lifestyle habits are being firmly laid through topical activities which raise awareness of where food comes from and exceptionally well organised and inclusive mealtime arrangements where amusing conversations about what foods make good 'sports candy' evolve. Children learn about their bodies and how to care for others as they use replica hospital tools, such as thermometers and stethoscopes, on dolls, staff and each other during role play. Most children enjoy outdoor play everyday but, with no separate area, grass or soft surfacing, the nursery garden is not currently ideal for non mobile babies during the winter. Toddlers and preschool aged children enjoy planting and digging in the soil filled boxes and sand pit. Music, dance, and drama encourage children's creativity, physical dexterity and coordination. Children learn important safety rules through stories and pictures depicting 'thumbs up and thumbs down' behaviour, when the fire brigade and police visit the setting. Children wear distinctive Bizzy Bees yellow shirts over their coats when they are taken on outings, which reduces the risk of a lost child situation occurring, and learn how to cross roads safely.

Activities are well planned to enable all children to engage in something that is of particular interest to them, albeit the theme, such as 'transport', is often pre-determined and, therefore, to a degree dictates the activity. Although the use of observation is used to identify next steps for learning, this information is not consistently used to inform and guide planning. Arts and crafts materials and tools are not accessible enough to children indoors and this restricts their levels of independent learning. However, well resourced planned activities, such as using recyclables to make a vehicle to support the topic on transport, mean that children are able to create unique models, for example some make cars and buses whilst others choose 'Cinderella's coach'. Whilst involved in active learning such as this, children discover the difference between flat and solid shapes, for instance a square and a cube. Similarly babies, explore space as they crawl through cardboard boxes and their awareness of shape is raised as they feel wooden spheres, cylinders and cubes. Opportunities for all children to learn through using their senses are a key strength of the setting's educational programme. Children experiment with sound by combining instruments with other objects, and whilst

younger children squelch and mould mashed potato into pots and pans, older children use their developing knowledge and extensive imagination to produce fabulous exhibits, such as a food mountain; decorated with a range of kitchen utensils which are strategically positioned according to size, shape and colour.

Children's awareness of equality and diversity is raised as they find out that their finger prints are all different, when they take part in a wide range of diverse festival celebrations and activities, such as eating with chopsticks and listening to stories linked to the year of the tiger during Chinese New Year. Children are well known in the community for their active contribution, for example visiting the elderly care home residents. Children made feeders for the birds when it snowed and, following the topic on the environment, are now highly knowledgeable about recycling and the importance of preserving pond life. Children enjoy books and use pencils and a wide range of other mark making tools, such as garden chalks, routinely. They are becoming confident and articulate communicators. Those who speak English as an additional language are well supported to communicate through the use of laminated picture cards and staff's acquisition of key words in children's first language. Older children are able to link most letters to sounds and have fun with 'Jolly Phonics'. Children recognise their names, write well formed letters and make purposeful marks during play.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 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