

Busy Bees Nursery (Wiltshire) Ltd

Inspection report for early years provision

Unique reference number EY332429
Inspection date 10/08/2009
Inspector Charlotte Jenkin

Setting address Busy Bees Nursery, Lowden Avenue, Chippenham,
Wiltshire, SN15 1LH

Telephone number 01249 444371

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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 Nursery (Wiltshire) Ltd opened in 2006. It operates from a single storey building in the market town of Chippenham, Wiltshire. Children have access to two main play rooms, a sleep room, changing room and toilets, with kitchen, laundry and storage facilities. There is also a fully enclosed outdoor play area. The nursery is registered to care for 42 children under the age of eight years and of these 42 may be in the early years age range. There are currently 91 children on roll in the early years age range and of those, 35 receive funding for nursery education. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each week day, from 07.30 to 18.00 for 51 weeks of the year. There is a holiday club facility for older children during the school holidays.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm, welcoming and inclusive provision. Adults are aware of children's individual needs and meet these fully to promote their self-confidence and self-esteem. Children have access to a good balance of adult led and child initiated activities that are tailored to their stage of development and help them make good progress towards to the early learning goals. Adults attend additional training to support their professional development and have implemented new ideas into the group. They regularly evaluate the provision and identify strengths as well as future areas for development, and have made good improvements since the last inspection.

What steps need to be taken to improve provision further?

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

- improve children's opportunities to select and use various media and materials and in using these to represent their own ideas. Ensure children are able to celebrate and display their own creations
- continue to develop the outdoor area to offer regular opportunities for children to explore and have sensory experiences, as well as physical activity

The leadership and management of the early years provision

Children are cared for by suitable and well qualified adults. Recruitment procedures are robust and ensure that all adults working with the children are suitable, and induction procedures are effective in enabling adults to be aware of their roles and responsibilities in the setting. Adults implement the nursery policies and procedures consistently and to a high standard, and this fully promotes the children's welfare. They work well together as a team and share all responsibilities of the group. They are keen to share their ideas through the good communication and all contribute to the planning process to ensure children are offered various

new and exciting experiences. Adults check the premises daily for potential risks to the children and minimise these to promote safety and prevent accidents in the provision. Hence, children play in safety and move around the provision with confidence. Adults are very aware of their roles in safeguarding children and have a thorough knowledge of child protection issues and the procedures to follow in the event of concerns.

Adults gain detailed information from parents regarding children's routines, backgrounds and individual needs. This enables them to cater for these, respect their routines and hence, offer children continuity of care. This information is regularly updated to ensure adults are kept up to date with children's ever changing routines and that they continue to respect these to promote the children's well-being. Parents receive daily feedback from adults regarding their child's day and this includes their routines. This enables two-way communication to take place and hence, adults are able to meet the children's needs. Parents contribute to children's assessments and detail their achievements outside of the group using 'Star Sheets'. The nursery also has systems in place for sharing information with other adults working with the children. This enables them to share information regarding children's progress and future areas for development. Hence, adults complement and offer consistent support regarding the care children receive outside of the provision.

Adults reflect on their practice and identify their strengths, as well as their future areas for development. Training needs are identified as the manager monitors practice ongoing, and offers support for all adults. Hence, she motivates adults into offering the children a high quality learning experience. Adults attend additional training to support their professional development and have implemented new ideas into the group. This has included monitoring children's well-being and involvement in activities, allowing practitioners to reflect and adapt activities accordingly to suit the children's interests. Adults regularly evaluate the provision and identify strengths as well as future areas for development. Clear evaluations of practice within the rooms are conducted and specific targets set. These enable adults to focus and bring about continual improvements to the benefit of the children. The nursery has made good improvements since the last inspection and these have improved communication with parents regarding children's progress and development.

The quality and standards of the early years provision

Children enter the nursery with confidence and settle quickly. Adults warmly welcome the children into the provision and this helps them feel settled and secure in their care. They ask the children how they are feeling and children confidently reply, demonstrating a good relationship with adults. Children confidently make choices in their play and request activities from adults, who respond quickly to these including when children request play dough. Children spend long periods engaged in activities of their choosing and this demonstrates their positive attitude towards their learning. They explore the play dough and use various tools with increasing control as they roll the dough and cut out shapes with them, including scissors and cutters. They play well together and talk about what they are making

with confidence. Children demonstrate pride in their achievements as they proudly show their creations to others. One child shows some Teddy Bears she had made and says she has made 'Two bears'. Children form good relationships with peers and engage in play activities together. They engage in role play based on first hand experiences, as they change the nappies on the dolls, make dinner and feed them. Children talk during their play and use a range of vocabulary as they describe what they are doing. Children join in with singing familiar songs and confidently participate in the actions and choose the songs they wish to sing. They sit quietly and concentrate when appropriate as they listen to favourite stories. Children build with a variety of large boxes and balance these to make models. They explain what they have built and how they have put them together and then tell adults they have to say 'Abracadabra ice creams and wave your wand' to make some magic. Children have lots of creative opportunities, although limited creative opportunities to select various materials and use these to represent their own ideas. Also displays of the children's work are fairly adult led and children are not able to independently display their own creations. Children have access to a good balance of adult led and child initiated activities that help them make good progress towards the early learning goals. Adults plan a range of experiences for the children based on their interests and this enables the children to learn through activities that are interesting and enjoyable. Adults regularly observe the children during their play and these detail what children know, understand and can do. These are supported with photographs of children engaged in activities, examples of their work and show children's progress throughout their time in the nursery. Adults summarise children's progress and identify future areas for support and development, and plan to encourage children's progress towards the early learning goals.

Children play in welcoming and child friendly premises where there are displays of the children's work around, photographs of them engaged in activities and low level pegs for them to hang their coats and bags. This helps children develop a sense of belonging in the provision. Space is well organised to meet the children's needs and they have, therefore, areas for resting, eating, messy play and plenty of floor space for free play. The outdoor area is well organised to offer children a range of experiences in most areas of learning. However, this is being developed to ensure children are able to explore and have sensory experiences, as well as engage in physical play. Children with English as an additional language are well supported in the provision. Adults liaise closely with parents regarding their language development and devise systems to help children feel settled and supported, including making dual language books with both photographs and key words in their home language. There are also dual language labels on display to help children feel valued and respected in the provision.

Children develop their awareness of healthy eating through the mainly nutritious snacks and meals they enjoy in the provision. Adults are made aware of children's dietary needs and this ensures no child is exposed to foods they are allergic to. Parents receive menus in advance and any requests with regard to the food their children have are catered for. Children begin to recognise their own needs as they drink plenty of water throughout the day. Adults remind them of this and also take water outside for when they engage in physical activity. They are also able to rest and have quiet time if they wish to. Children's health is well protected by the

stringent hygiene routines implemented by adults and this helps minimise the spread of infection. Children's good health is well promoted in the provision and they are keen to go outside and engage in physical activity. Children move around with control and show a good awareness of space, themselves and others. They develop skills in throwing, kicking, catching and retrieving objects, including balls. Children persevere when attempting new skills, including catching balls in nets and bouncing them with rackets. Children ride on tricycles and steer these to negotiate pathways and avoid obstacles. They develop balancing skills and have opportunities to climb over, under and through equipment. Children explore water and sand, fill and empty containers and use paintbrushes to make marks on the floor with water.

Children's behaviour is very good. They are encouraged to develop respect for their peers as adults remind them to share the toys and be kind to others. Adults are excellent role models to the children, are kind and respectful to one another, as well as the children, and this helps them learn right from wrong.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1
How well are children safeguarded?	2

Quality and standards

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