

# Busy Bees Day Nursery at Chandlers Ford

Inspection report for early years provision

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| <b>Unique reference number</b> | EY225569  |
| <b>Inspection date</b>         | 04/08/2009  |
| <b>Inspector</b>               | Sylvia Shane  |
| <b>Setting address</b>         | Pilgrims Close, Valley Park, Chandler's Ford, Eastleigh,<br>Hampshire, SO53 4SD |
| <b>Telephone number</b>        | 0238 0262703  |
| <b>Email</b>                   |   |
| <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).

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 is part of a large chain of nurseries. The nursery opened in 2002 and operates in purpose built premises in Chandler's Ford, Hampshire. The nursery is divided into three units with access to enclosed outdoor areas at the side and rear. There is easy access for wheel chairs and a lift to the first floor with toilet facilities on both levels. The nursery serves the local and surrounding areas.

A maximum of 116 children may attend the nursery at any one time in the early year's age range. The nursery opens five days a week all year around. Full days are from 8am to 6pm, sessions from 8am to 1pm or 1pm to 6pm. An additional hour is available at both the beginning and the end of the day at parents' request.

There are currently 151 children from three months to eight years on roll. Of these, 46 children received funding for early education. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The nursery employs 29 members of staff who hold the appropriate qualifications for their roles and responsibilities. Of the total number of staff, 10 members of staff are currently undertaking further training. The manager and the deputy currently hold an NVQ level 3 qualification and are studying towards an NVQ level 4 qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for within a generally safe and very secure and welcoming environment, where staff identify the uniqueness of individual children. Children make good progress in their learning and development as they engage in a wide variety of stimulating and interesting activities. A key strength within the nursery is the excellent partnership with parents. The nursery recognises the importance of maintaining continuous improvement and is committed to improving practice. Numerous systems are in place to help evaluate practice; these are generally effective in most areas of the nursery.

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

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

- further extend the use of painting for babies to experiment and explore
- review the deployment of staff in relating to supporting babies at meals times

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

- review the current risk assessment process to ensure 28/08/2009

that staff identify and address any safety issues relating to any areas and equipment used by children (safeguarding and welfare)

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

Children's welfare is adequately safeguarded as staff are vigilant about security on the premises. Effective systems are in place to prevent children leaving unsupervised, and intruders entering. There are written risk assessments, however, the routine daily safety checks are not consistently applied through out the nursery and some hazards remain. This impacts on the safety and welfare of the children. Rigorous employment procedures ensure that children are cared for by suitably vetted adults. Staff have a thorough knowledge of child protection issues, including the procedure to follow to report concerns. Children good health is assured through regular daily exercise and children learn how to keep healthy through effective and consistent routines. Children receive a well balanced diet in line with their parents' wishes and specific individual dietary requirements are effectively catered for.

The manager is committed to improving practice and developing the work of the nursery for the benefit of the children. Staff, parents and children contribute to the self assessments. The self- evaluation identifies areas of good practice as well as those that require development. Most of the recommendations set at the last inspection have been addressed. These have brought about a number of improvements which benefit children. For example the nursery has undergone a thorough refurbishment nursery in all areas this makes cleaning more effective. An attractive outdoor area and additional equipment has enhanced the children's play experiences and allows for free flow play to take place. The staff and management team are enthusiastic about children's learning and development and the majority of children in particular older children are making good progress across the six area of learning. Through effective planning and evaluation of the education programme staff ensure that all areas of learning are covered. They have made great efforts to improve planning. However, some babies do not receive the same quality of meaningful experience when involved in art activities and at group meal times.

Management and staff have developed highly effective partnership with parents. Well planned settling in procedures ensure children generally feel secure and an effective handover means that parents are fully informed of their child's routines and progress. Parents are given an extensive range of information about the running of the nursery, for example a clear explanation of the curriculum, newsletters and issues regarding health and information about their community. A recent success has been the organising of a 'parents forum' where parents are able to contribute their ideas in regard to nursery issues and practices. Concerns, actions and results are posted on the parents' notice board to ensure transparency. The nursery supports parents by sharing records, liaising with other setting and making plans for children as they move on to new provision. Parents say they are

extremely happy with the service that they receive. They like the portfolio system and find it useful to see their child's progress. Parents are given clear guidance on how they can contribute to their child's record to and to their learning and development; as a result parents regularly do this. Staff work closely with parents to meet children's individual needs and specifically for those families where English is an additional language. Home routines and celebrations are incorporated into the nursery life and support is given as children make their transitions through the nursery. Parents and other family members are invited to contribute their skills and provide a valued resource in supporting the staff in their work. This further strengthens the excellent partnerships.

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

Children settle well. Older children are gaining independence and understand and demonstrate good hygiene routines. They have made up a booklet which explains how to wash their hands and why, re-enforcing this important message. Staff regularly monitor and ensure that all areas are clean and hygienic and children sleep safely. Most equipment is safe and suitable for the ages and stage of the children, however, when outside there is some risk of an accident to babies by toys left out by older children. Children regularly take part in fire drills which gives them heightened children awareness of the importance of quickly evacuating a building in an emergency.

Staff, on the whole respond well to children and speak clearly to younger children, and listen to what they say. A key worker system generally works well to ensure that children see familiar faces and are able to make relationships that make them feel secure. Babies enjoy being cuddled when being fed their bottles and are provided with the comforters from home. They are re-assured when they awake until they familiarise themselves with their surroundings. However, at group meal times, although ratios are met, staff deployment does not sufficiently ensure that all children's individual needs are met. Some babies find meal times challenging, not sufficiently enjoying the experience.

Children are making good progress across all areas of their learning and development because most staff have a sound knowledge of the Early Years Foundation Stage. Good systems are in place to gather information from parents about children's starting points towards the early learning goals and to work with other provider of care. Staff continue to monitor play so that they can plan activities to capture children's interest and consolidate learning and mostly offer appropriate challenges.

Children who speak English as an additional language are supported well as staff are sensitive when providing support and give lots of praise. Staff have engaged parents to help them learn simple words which they use to help support children. They ensure displays represent the different cultures so all children feel included and valued. Older children are involved in rule making and therefore, are learning to take responsibility for their own actions. Staff support children who find it difficult to express themselves in conflict and challenge and any unwanted behaviour is dealt with promptly and parents are kept informed. The children

respond well to positive praise and are keen to help adults and each others. At meal times older children are encouraged to serve themselves and others and they mimic the good role models that staff represent, reminding the children to say please and thank you.

All children move around their environment with confidence and ease and therefore are keen to explore the toys at low level both indoors and outdoors. Children make particularly good progress in their physical development. The babies show great delight in exploring their bright and attractive environment. Staff support them well when they are crawling; children practise standing, pulling themselves up on range of sturdy robust toys and furniture. Mobile babies stop to explore the buttons dial and flaps on walkers; they so absorbed and, therefore, forget they are standing. They enjoy a game of 'Bee Po' outdoors as they hide from their carer and giggle. All children are very keen to be outside and free flow play is developing well. As a result, children choose their preferred learning environment. Children enjoy a range of musical experiences; a particular favourite is the music and movement sessions bought in by a private contractor. Staff join in and ensure that children get the most out of their experience. Older children show great concentration as they choose, identify and match coloured wooden sticks and beat out rhythms. They are enthused by the story telling and are wholly involved using their bodies to act out the story and show they understand the meaning of words such as and they 'climbed up high 'and they 'climbed down low.

Children benefit from planting harvesting and sampling the fresh vegetables for their meals, learning how things grow. They have quickly developed the skill of turning the taps on the new water butt and are closely supervised by staff, who remind them what precious resource water is. Toddlers independently help themselves to a range of resources, pots and cloths and are keen to wash down their bikes and cars. They mix the water with sand and earth and observe the changes it makes, moulding and making sand castles and other shapes. They help themselves to domestic paint brushes and pretend to paint the fences, understand how the sun dries it and how it disappears.

Children have good opportunities to explore different textures and media, such as dough and 'gloop'. Older children and toddlers enjoy art and mark making activities of their choosing throughout the session and are able to freely express themselves with a variety of mediums, for example paint, crayons and chalks. The babies are provided with paint, but the experience is limited because staff do not sufficiently encourage them to discover the materials for themselves. This impacts on their level of enjoyment.

Children are developing good decision making skills and encouraged to follow their own ideas through spontaneous play. Staff skilfully support them, helping them use their developing problem solving skills and creative thinking to bring their imagination to life. For example, in the garden a group of girls and boys decide to be pirates. Resources are close at hand so easily accessible. They help themselves to paper and pens, make maps and treasure and hide them in the sand and children negotiate roles. They are encouraged by staff to identify and source materials to make a pirate ship which include soft foam blocks. They work harmoniously together, discussing, constructing and moving shapes until they are

satisfied it is the right shape for the body of a boat. Children identify and engage the tallest member of staff to attach their parachute which represents the sail to the ceiling. There is a great excitement and a sense of pride as the sail is raised and their ship is complete and they decide to sing pirate songs.

Children are developing skills for the future, for example, they are learning to count and recognise numbers. Younger children sing number songs and staff count through every day experiences with them. In addition to this children are given a wealth of opportunities to explore resources for matching, sequencing and threading. Older children show skill in using the computer and show dexterity when moving the mouse. They are encouraged by staff to explore a range of programmes to support their maths and language skills.

## 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> | 3 |
| How well does the provision promote inclusive practice?   | 3 |
| 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>          | 3 |
| 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?                            | 1 |
| How well are children safeguarded?  | 3 |

### Quality and standards

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|---|---|
| <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>       | 3 |
| How well are children helped to stay safe?  | 3 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 3 |
| 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