

# Busy Little Bees

Inspection report for early years provision

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<b>Unique reference number</b>	EY218007
<b>Inspection date</b>	04/08/2009
<b>Inspector</b>	Kashma Patel

<b>Setting address</b>	34 Sheaf Lane, Sheldon, Birmingham, B26 3HD
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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).

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 Little Bees Nursery is one of three privately owned nurseries. It was registered in 2002 in Birmingham. It serves the local and surrounding areas. Childcare facilities are based on the ground floor, which is divided into two main rooms. There is parking at the front of the building and a fully enclosed garden available for outside play. Access to the setting is gained via a small step at the front of the building.

A maximum of 32 children may attend the setting at any one time. There are currently 45 children on roll who are within the Early Years Foundation Stage (EYFS). The setting is also registered on both parts of the Childcare Register, although currently only cares for children in the early years age range. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. It is open five days a week from 8am until 6pm, excluding bank holidays and a brief shut down between Christmas and the New Year.

There are 10 members of staff who work with the children. All the staff have early years qualifications. The setting receives support from the local authority and is a member of the National Day Nurseries Association and the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and enjoy their time at the setting where they make good progress in all aspects of their learning and development. They are cared for in an inclusive environment by staff who are qualified and experienced, which ensures children's welfare is promoted well. Effective partnerships with parents are established and the setting has started to make contact with some providers delivering the EYFS. The setting has a system for self-evaluation which clearly identifies future priorities to improve the quality of care provided for children.

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

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

- ensure that the equipment is clean (with particular reference to the outdoor equipment used by the children), and promote awareness of the requirements of health and safety legislation (including hygiene requirements). This should include informing and keeping staff up-to-date
- maintain a two-way flow of information with regard to other settings delivering the Early Years Foundation Stage (EYFS) which children attend.

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

A good range of well written policies and procedures have recently been updated to ensure it meets the requirements of the EYFS. This ensures children's welfare is promoted and parents are kept well informed of any changes. Children are protected because staff have a good understanding of the procedures to follow with any child protection concerns. All staff hold a current first aid certificate and have a clear understanding of the procedures to adopt in the event of an accident or emergency. They are also trained to administer the epi-pen which ensures children's individual needs are met which promotes inclusion.

Staff and parents have started to engage in a process of self-evaluation. They have identified areas for improvement, such as the outdoor play area, which will improve the quality of care provided for children. Staff also understand the value of working alongside other professionals and have welcomed support from the local authority and the health service. All issues from the previous inspection have been addressed.

Children's risk of accidental injury is minimised as daily checks and a detailed risk assessment is in place. For example, staff check all visitor's ID and a visitors book is in place. A password system ensures only authorised people are able to collect children. An intercom system with a camera also restricts access to the setting, ensuring children are fully safeguarded. Procedures are in place to check toys and equipment to ensure they are safe and clean, however, some outdoor equipment such as the slide was not clean, which prevents children from accessing the equipment.

Staff provide a warm and welcoming environment for children and their families. They recognise the importance of working in partnership with parents and keep them well-informed about their children's progress. Various methods are used to share information including, informal daily discussions, daily diaries and children's development records. Parent meetings are also held twice a year where staff discuss children's progress and their achievements using samples of work and photographs taken over a period of time. Partnerships with all other providers are not fully established. The setting has made contact with the schools which children will be attending in the next term to support the transition from nursery to school. However, staff have not contacted settings which children also attend to discuss their progress to ensure continuity in their care and learning.

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

All children enjoy their time in the setting. Staff constantly stimulate babies as they talk to them to help with their language development. They respond well to staff as they make gurgling noises whilst they explore the wide range of interesting toys around them. Older children confidently hold conversations with each other and listen attentively to staff during group time and when reading stories. Children have good opportunities to recognise their names in their environment, for example, their work trays are labelled and they recognise letters from their names

in other labels around the room.

They learn about numbers, colours and shapes through routines and activities. For example, when they line up to go outside they count the children. Threading activities help children with their hand and eye coordination as well as concepts about different sizes. Children learn about simple science as they play with magnets and use different objects to see if they are magnetic or not. Children develop their imagination through various role play activities. Staff interact well with the children and extend their play as they pretend to be patients in a hospital. Children take each other's temperature using a thermometer and then carefully record their findings on the computer. Physical skills are well promoted in the outdoor area. Children develop skills in balance and coordination as they use the climbing equipment and wheeled toys around the garden.

All rooms in the nursery are brightly decorated and visually stimulating for young children. For example, in the bathroom children eagerly point out the fishes which are painted on the walls, which stimulates conversation with staff. Good use is made of time and resources in all areas which are fully utilised and organised to provide an enabling environment, which encourages children to initiate and lead their own play. All staff have received training for the EYFS. Planning and assessment procedures are good throughout the nursery and are shared with parents on a regular basis.

Children enjoy healthy snacks which are freshly prepared on the premises meeting individual dietary requirements. Main meals are catered in at present, although the nursery is in the process of changing this arrangement, which will allow more choice and flexibility in what children are provided. Children's independence is promoted as they freely access their individual bottles of water to ensure they don't get thirsty. Children are well behaved and respond positively to praise and encouragement. They show good levels of self-esteem and take responsibility for their environment, for example, they help to tidy toys away.

## 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.	2

### 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?	2
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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## **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