

The Bees Knees Day Nursery

Inspection report for early years provision

Unique reference number	129334
Inspection date	29/06/2009
Inspector	Anne Wesley
Setting address	Cambrian Way, Highfield, Hemel Hempstead, Hertfordshire, HP2 5TD
Telephone number	01442 393341
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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).

Description of the setting

The Bees Knees Day Nursery opened in 1986 and is a privately owned nursery. It operates from a purpose built, single storey building with three interconnecting large rooms and associated facilities. A large outside play area is also available which is fully secure. The nursery is located in the Highfield area of Hemel Hempstead, Hertfordshire and serves the local area and wider community. A maximum of 60 children aged under five years may attend at any one time and there are currently 125 children on roll. This includes funded two-year-olds, 11 funded three-year-olds and 37 funded four-year-olds. A maximum of 16 children from the age of birth to three years may attend at anyone time. Children can attend for a variety of sessions including full day care. The setting supports children who have English as an additional language and children with learning difficulties and/or disabilities. The nursery operates Monday to Friday, 50 weeks of the year with sessions from 08:00 until 18:00. There are 25 staff who work with the children including 12 part-time and 13 full-time staff. One of the managers has a Level 5 National Vocational Qualification (NVQ) qualification. All but two new members of staff have early years qualifications 16 of which are NVQ level 3. The setting is accessible to both children and adults with physical disabilities. The nursery is on the Early Years Register and does not work in partnership with any other early years setting.

Overall effectiveness of the early years provision

This is an outstanding setting where children are safe and secure at all times and enjoy learning. The children make very good progress in relation to their starting points and capabilities. Parents are very happy with the nursery and appreciate the helpful staff and the way children are included in all learning activities. The management continually look for ways to improve the setting so that their capacity to achieve continuous improvement is good. The setting is fully inclusive.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the outdoor area into an outdoor classroom where activities are planned to meet objectives in all areas of learning.

The leadership and management of the early years provision

The children's learning, care and welfare are significantly enhanced by the exemplary way the setting is led and managed. Staff have specific roles and responsibilities within the group and consequently the children know who to go to. Parents are happy that their child has a key person who assesses their learning and progress. Current safeguarding requirements are fully met and are excellent.

Policy documents are up-to-date, have been signed by staff members and include dates when they should next be revised. The setting is fully inclusive and caters very well for children with both learning and behavioural difficulties. Photographs are used very well in the setting. They record children's progress as well as showing parents how activities provide experiences in all areas of learning. Notes of informal and formal observations also record the children's progress very effectively. The children's individual records show their progress clearly and the details of the next steps they should take in their learning. The assessments of children's needs inform future planning well. Since the new Early Years Framework has been introduced the planning has changed, so that it follows closely the learning needs and interests of the children, as well as stating clear learning objectives. As yet the planning does not extend to activities which take place in the outside area. The manager checks planning carefully to ensure complete coverage of the Early Year's Curriculum. The structure of the day is very well suited to take into account that the majority of the children spend at least eight hours in the nursery every day. The manager is fully committed to providing an excellent programme for staff development. This has resulted in members of staff attending training courses as well as taking part in schemes for in-house training. The staff trained in children with learning difficulties and disabilities have been particularly effective in supporting children with speech and language difficulties. Their enhanced skills and knowledge have added to the progress the children make. A thorough system of self-evaluation has been implemented with the whole staff and has also included the parents' views of the setting. Regular questionnaires have been conducted with the parents. Their suggestions have been listened to and acted upon in a variety of ways, in particular with regard to requests for more information about their children's progress. The children are very well prepared for the next stage in their education.

The quality and standards of the early years provision

The children make excellent progress during their time in the nursery because there are many interesting activities for them to experience, activities which are tailored to their specific needs. There is a wide range of activities inside, however, activities outside are more limited. There is an appropriate balance of those that are led by an adult and those that the children choose for themselves. The children may choose to play outside, however, the staff are continually aware that most children spend up to eight hours in the nursery each day so quiet times and restful activities are built into the structure of the day. Adult led activities are added to and changed continuously, following the direction of the children's interests and every opportunity for developing the children's learning is taken. All members of staff look for learning opportunities all the time. Children actively participate and become totally engrossed in a very wide range of age appropriate learning experiences. They show good concentration and focus.

As the children are encouraged to make their own choices from the activities and resources that are provided, they become confident and self-motivated. They have plenty of opportunities to talk together so language skills are promoted well, with adults being good role models. Children know they will be listened to and so they listen well to each other. The children are encouraged to help in the nursery and

when they select new activities or resources they put away the ones no longer needed. They are taught about keeping safe and know why they are counted in and out of the cloakroom area. There are many opportunities for children to count and explore mathematical ideas as well as investigating creative materials, such as paint, chalk, water and large brushes, as well as a variety of coloured and shaped paper. Each month a new project is introduced to promote their knowledge and understanding of the world around them. Labelled drawings of their topic work show the children's early writing skills and their growing understanding of the link between letters and sounds. The creative activities provide children with the opportunity to develop skills of cutting and pencil control. Children's physical development takes place mostly in the outdoor area, an area which is underused as a learning environment. They understand that the breakfast they have 'is good for you' as they are learning about healthy eating. Particular attention is paid to promoting children's personal development so that they relate well to both adults and other children. Their behaviour is extremely good and they happily engage in all the interesting experiences provided.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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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