

Busy Bees at Hall Place

Inspection report for early years provision

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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 (Hall Place) is part of the Busy Bees Nurseries chain. It now operates from a purpose built building completed in 2006 with seven activity rooms, one training room, toilet facilities, kitchen and staff facilities. It is situated within the grounds of Berkshire College of Agriculture, Burchetts Green, near Maidenhead in Berkshire. The nursery opened on the site in 1997 and Busy Bees (Hall Place) been registered by the present providers since 2004.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is registered to provide care for maximum of 82 children under eight years of age, of which 82 children may be in the early years age group and 42 may be under two years at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year, excluding bank holidays. All children share access to a secure enclosed outdoor play area and all classrooms lead out to an individual garden. An emphasis is made on indoor-outdoor free-flow play.

There are currently 120 children aged from six months to under five years on roll. These children attend both full and part time. The nursery employs 27 staff including a chef and the manager. Of the 26 staff, including the manager working directly with the children, 14 staff members hold appropriate early years qualifications and two are working towards a qualification. Of the 14 qualified staff, one is an early years teacher and one has recently completed a Foundation Stage Degree. Another staff member is working towards her degree qualification.

The nursery supports children for whom English is a second language and for those children with particular needs and learning difficulties. The nursery is set on ground level only.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The manager and staff at the nursery have been proactive in addressing the recommendations and actions set previously. They work together as a united team in providing good outcomes for children. In evaluating the provision of care, the nursery identified all areas for improvement; and tackled these areas through training and enhancing morale. They are aware of the many strengths of their provision. Children are provided with a welcoming and inclusive environment. Staff have a through knowledge of the Early Years Foundation Stage (EYFS) framework and understand the needs of individual children well.

What steps need to be taken to improve provision further?

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

- further develop staff training maintaining a strong ratio of qualified staff and

- enhance staff development and children's welfare by providing more staff with opportunities for training in respect of safeguarding children and first aid
- continue to develop the good systems in place which enhance children's learning and development opportunities through regular assessments and observations, working with parents to help children's progress and identify their next steps; and in planning for a wide range of purposeful play in order for children to progress towards the early learning goals at their own pace

The leadership and management of the early years provision

Children's safety, health and well-being are important to the nursery. Policies are shared with parents and staff and therefore the procedures in place are understood and acted upon. Health and safety is followed securely through extensive cleaning and sterilisation rotas and safety procedures being adhered to by all. Risk assessments are in place, actioned and reviewed when necessary. This good practice helps to minimise the hazards to children. Staff recruitment guidelines ensure that staff are suitable to their roles. References and checks are thorough. All staff complete an intensive induction, regular supervision and appraisal. Training needs are identified securely. Staff are competently aware of their roles and responsibilities. The key person system works well and staff have a good understanding of the EYFS framework. Staff understand their roles in safeguarding children and can confidently identify signs and symptoms of abuse. They understand the procedures in place should they need to report any concerns about a child. Of the staff employed five staff members have completed safeguarding training recently and five staff members hold a current paediatric first aid certificate. The nursery has identified this training need to enhance staff knowledge and understanding within these areas and to further safeguard the children they care for.

Registers record children's daily attendance along with staff attendance. A historical record is therefore maintained. The certificates for registration and public liability, along with Ofsted information as the regulatory body are displayed clearly. Efficient systems are in place for documenting accidents, incidents and medication. Children's personal records are maintained confidentially. The nursery has strong links with parents and other partnerships for example in inviting staff from feeder schools to visit the children. Parents join the nursery for fun days, sports days, parents' evenings and graduation days for example. Parents are also invited to join the parents' forum. They receive feedback on these meetings along with regular newsletters and can be contacted via email if they choose. The nursery has demonstrated a strong approach to act upon recommendations and actions set previously. In evaluating the provision of care they provide, the nursery has identified the many areas for improvement and has acted upon all of these securely. In their positive and continual commitment to improve the care for children, the nursery has set aims for the future also. Staff are strong role models who work together well. They understand the needs of the individual children they care for and a warm relationship exists between staff, children and their parents.

The quality and standards of the early years provision

Staff are supportive of children's individual needs. They have a good understanding of the EYFS and in particular the learning and development requirements. As part of the continual improvement identified however, staff receive on-going training in relation to the learning and development of children and how best children's needs are identified. Children enjoy a wide range of toys and activities and can access these resources easily. All seven rooms open out onto a secure garden and a seamless indoor-outdoor free-flow play system encourages children to learn and develop at their own pace and enjoy their play. A thorough system, recently set in place, which notifies children's development, is carried through from the baby room to pre-school. Staff are aware of children's initial starting points and home life, as well as children's interests and goals so far. Full observations are made regularly and activities are set around all six areas of learning. The through observations are complemented with photographs and shorter spontaneous observations to provide a learning journey for each child as they progress towards the early learning goals. Parents' evenings and regular written and verbal feedback ensures parents are aware of their children's progress and how they can support children's learning. For example, parents are themselves now invited to make written observations which are entered into the learning journals. Advice and support is made to parents to advise them about the EYFS and areas of learning and children's individual next steps. Planning is conducted by all staff and monthly themes are in place. The key person staff plan for their individual children to ensure that all children's needs are met.

Children are happy and settled. They are active learners who are interested in what they do throughout the day. Children play well independently and in pairs or small groups. They make friends and form warm relationships with the staff who look after them. The key person system supports their self esteem, confidence and development. Children can access all resources easily and a wide range of activities takes place in all seven rooms. Babies enjoy painting. They have stories and songs and their welfare needs are catered for well. Rest periods and routines are understood and adhered to. Children enjoy sand and water play, various messy play/art and craft activities. They take part in construction and role play. Children become inquisitive in the larger garden shared by all as they use magnifying glasses to consider the different shapes and sizes of the flowers growing. Children thrill at 'Wimbledon' activities and photographs highlight children's hand-eye co-ordination playing with racquets, with others acting as umpires or shaking hands over the net after finishing their game. Younger children take part in musical activities, choosing their own instruments. Older children have opportunities to experience the world of technology using the interactive whiteboard for more structured activities. They take part in Jo Jingles movement in music sessions and start to learn French. They also learn about other countries such as where they have been on holiday or where their families originate from.

Children spend plenty of time outdoors and therefore receive plenty of fresh air and exercise. Children learn about healthy routines such as getting rest, washing hands and wiping noses with a tissue. Children are provided with water to drink throughout the day and thoroughly enjoy lovely meals, prepared and cooked at the

nursery. Babies' needs and weaning is catered for well. Meal and snack times are sociable occasions and children help, acting as monitors setting and laying tables, serving themselves and clearing away after. Children are very well behaved and respect the feelings of others. They learn about their own safety for example through regularly practising fire drills and understanding the safety routines in place such as not running indoors.

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?	2
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