



Busy Bees at Bamber Bridge

Inspection report for early years provision

Unique Reference Number	503750
Inspection date	30 September 2005
Inspector	Kathy Ann Leatherbarrow / Susan, Helen Spencer
Setting Address	School Lane, Bamber Bridge, Preston, Lancashire, PR5 6QE
Telephone number	01772 324 644
E-mail	bbbnursery@busybees.com
Registered person	Busy Bees Group Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Busy Bee's at Bamber Bridge was registered to Busy Bee's Group Ltd in summer 2002. The nursery is set in a residential location on the outskirts of Preston. The building is a converted and extended two storey school building. Children are cared for in small groups within the setting. There are outdoor play area's available.

The nursery is open all year round from 07.30 until 18.00 each week day and is registered to provide care for 167 children. Currently there are 161 children on roll, of which 30 are funded 3 and 4 year olds.

There is a full time qualified manager in post who manages a team of 28 members of staff, whom 12 hold a relevant child care qualification. The nursery support children with special educational needs and for whom English is an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children have limited opportunities to learn about being healthy. They are occasionally encouraged to practice good routines of personal hygiene, through hand washing after toileting and before eating. However, this is not consistent. Older children learn the importance of brushing their teeth after meals but do not learn about the impact that exercise has on their bodies.

Children are protected from the spread of infection. Staff practice sound hygiene routines when nappy changing and cleaning tables before and after meals. Accident and administered medication records do not meet the required standard as they are not always completed and signed by parents.

Children are given a well balanced diet with healthy and nutritious food, prepared fresh daily. Their individual dietary requirements are met and good routines exist to ensure food is prepared safely and hygienically, for example food temperature checks. Older children are not learning about the importance of healthy eating and could help more in the preparation of snacks to enhance their independence skills. Children are thirsty because staff do not give them adequate drinks throughout the day.

Children take part in physical play on a daily basis outdoors. This usually consists of running around the area as there is insufficient equipment available. Children are not learning to move in a variety of ways, such as climbing and balancing.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, warm and welcoming environment. There is a limited range of resources available for the children throughout the nursery. The children cannot access the available resources freely and independently as they are stored out of reach or in cupboards. Children have insufficient resources when playing outside. Therefore, children are not adequately stimulated and their development is limited.

Suitable arrangements are in place to keep children safe. For example, there are detailed risk assessments displayed throughout the nursery to highlight potential risk

within an area. Good procedures are in place for ensuring children are safe within the building. For example, access to the building is consistently well monitored. Children are satisfactorily involved in learning to keep themselves safe in the setting as they practice emergency evacuations with staff. Staff implement reasonable procedures to keep children safe on collection from school.

Children are adequately protected from possible abuse or neglect. Some staff have attended training and are aware of all types of abuse and signs to look for. However, not all staff fully understand the procedure to follow with any concerns.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children throughout the nursery lack suitable stimulating opportunities to make independent choices and enhance their all round development. For example, all activities are planned for them and they cannot freely access resources. This results in them wandering aimlessly from activity to activity.

Infants and young children are not happy and settled because there are frequent staff changes which limits their access to their key worker. This results in younger children not communicating easily with adults they do not know. Older children in the pre school communicate well with staff. Younger children are not comforted appropriately. For example, when upset at leaving their parent in the morning. This results in further distress. Younger children are not developing confidence and self-esteem because their efforts and achievements are not praised adequately due to the weak interaction and encouragement by staff.

Nursery Education:

The quality of teaching and learning is inadequate. Staff lack knowledge and understanding of the Foundation Stage. There are no clear learning intentions in many activities and staff miss the opportunity to develop their knowledge in most areas. Organisation of time, environment and resources is poor. This significantly impacts on the opportunities that the children have to enable them to make independent choices and follow their individual interests. Assessment records and planning systems are not accurate and there is no evidence of how staff plan for children's individual next steps in learning. Resources are poorly organised. For example, children can only access a limited range of resources because most are stored in cupboards and a room which is inaccessible to them. This does not stimulate their interest or provide sufficient challenge for them. The lack of accurate assessments of children's achievements means staff are unable to recognise where they are successful in promoting learning and which aspects need improvement.

Three and four year old children are beginning to show an interest in numbers. They can count reliably to five and beyond, but lack opportunity to practice their calculating skills due to insufficient questioning by staff. They begin to use size language correctly in their play and confidently recognise simple shapes in every day objects. Children communicate with staff and other children, although they do not always respond to simple instructions. Children are beginning to enjoy books. However, due

to the lack of resources and the area being inaccessible, the children are unable to independently access them for pleasure. Children listen to stories in small groups. However, staff use large groups frequently, which results in the children becoming bored and distracted. Children have limited opportunity to practice writing for variety of purposes.

Children are not developing a strong exploratory impulse. They enjoy some activities for short periods of time, but spend large amounts of time wandering from activity to activity or with nothing to do. They separate confidently from carers and begin to build relationships with staff. Children can successfully differentiate between different colours, for example blue, red, green and yellow. They have limited opportunity to develop their imagination because they can not regularly access the small world or role play area. Also, construction is not freely accessible. There are insufficient props to support role play. Older children begin to talk about what they see and what is happening in their own lives. They successfully describe simple features of objects and events when talking about people familiar to them. They have insufficient opportunities to learn about the uses of everyday technology and do not use programmable toys to support their learning. They rarely learn about the wider world.

Helping children make a positive contribution

The provision is inadequate.

Children's needs are not appropriately met because staff caring for them have little knowledge of their individual needs. For example, whether they have comforters when sleeping. Some staff working with the infants under two years do not have the relevant skills for this age range which results in some inappropriate care. For example, methods used to move children to sleep mats and inability to respond to specific needs with regards to which infants have bottles, after lunch. There is a nominated member of staff who has completed some training and is responsible for children with special educational needs.

Partnership with parents and carers is satisfactory overall. Parents are given reasonable information about the nursery education and the curriculum on offer. For example, through notices and newsletters about general information. Parents are encouraged to be involved in the children's learning by dressing the children in the colour of the week and staff identify the letter and number that they are working on, to parents. There are adequate arrangements for discussing progress with parents, for example, parents evening and open door policy. However, the lack of accurate assessments limits the quality of information about children's learning that parents receive. Younger children's parents receive daily information sheets on food and sleep.

The setting collects information on children's diet and allergies. Children are not beginning to develop a suitable understanding about different cultures, the wider world and community. For example, through topics, celebrating different festivals and access to a basic range of resources to promote equality of opportunity.

Children behave well some of the time, receiving occasional praise and encouragement for some good behaviour. However, when they become bored and

listless they do not show concern for others or learn to share and take turns. They do not always respond to behaviour boundaries because these are inconsistently applied by staff. Consequently children's spiritual, moral, social and cultural development is not fostered.

Organisation

The organisation is inadequate.

The operational plan has been considerably reviewed and updated since the last inspection. However, this is not effective in practice. The majority of regulatory documentation and records are appropriately maintained to safeguard children. However, the accident and administered medication records are not always fully completed.

Leadership and management is inadequate. Sufficient staff are appropriately qualified. However, Some staff are inappropriately deployed, for example, when working with infants they are often unsure of their roles and responsibilities. Staff do not respond effectively to the direction of the manager. Staff who work with the children in receipt of nursery education funding have a weak knowledge on the Foundation Stage and lack understanding of how children learn. The lack of clear direction and systematic monitoring of teaching and learning means there are gaps in children's learning. Recording systems are not accurate and staff have very little useful information about children's achievements on which to build the next steps in their learning.

Satisfactory use of space allows children to play and move around freely and safely. However, staff are not consistent. Most are moved around the nursery and this has an impact on the organisation of routines, planning, care and education of the children. At certain times of the day children are unsure of what to do. Poorly deployed staff and lack of resources fail to provide suitable learning opportunities for all children. Children are not being given structured and stimulating experiences. Therefore the nursery does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last nursery education inspection, the nursery agreed to; include in the planning details of how children are to be grouped to ensure that they have good opportunities to learn particularly when listening to stories and sharing their experiences at circle time; ensure that children have access to examples of print and mark making resources in a variety of areas within the setting; ensure that children's behaviour is managed effectively particularly during circle time and when group activities are ongoing and develop staff's teaching skills to ensure that they routinely question children during continuous play to enhance their mathematical thinking and their ability to link sounds to letters.

Improvement since the last inspection is poor and actions have been imposed to improve the nursery education. Therefore, children's opportunities to learn are

limited. However, children do listen to stories well in small groups and behaviour is satisfactory, overall.

At the last Children Act inspection, the nursery agreed to; request written permission from parents for seeking emergency medical advice or treatment; review and update operational plan; ensure that fire drill practices are carried out periodically and recorded; ensure the systems used for recording accidents and medication administrations are completed; ensure the systems used for recording accidents and medication administrations are completed; ensure that there is a trained member of staff who has responsibility for child protection issues and ensure records of child protection concerns are available for inspection.

Since the last inspection the nursery has implemented systems to; request parental permission to seek emergency medical advice or treatment; practice the emergency evacuation procedure which is now recorded; trained a named member of staff in child protection and records are available for inspection. The operational plan has been reviewed and updated. However, is not effective in practice. Accident and medication administrations records are not completed and an action has been imposed to meet the mandatory requirement. Therefore, this hinders the overall development of children.

Complaints since the last inspection

Since the last inspection Ofsted has received three complaints relating to Standard: 1 Suitable person; Standard 2 Organisation; Standard 3 Care learning and play; Standard 7 Health; Standards 10 Special needs and Standard 12 Partnership with parents. Ofsted visited the nursery to investigate these concerns. It was determined that Standard 3 regarding the organisation of resources so that they are readily accessible to children and staff are deployed to support children's play and learning was not being met and an action was raised. The provider's response to this action was satisfactory. The provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure all parents sign the accident and administered medication records to acknowledge the entry
- ensure all children are provided with regular drinks in adequate quantities for their needs
- plan a range of activities and experiences for children, appropriate for their stages of development and based on their individual needs
- ensure the individual care needs of children are effectively recognised and met by staff
- ensure that staff caring for children under two years are competent to do so (Annex A).

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop the system to monitor and evaluate the quality of learning and teaching
- increase staff's knowledge and understanding of the stepping stones and early learning goals in all six area's of learning
- develop observation and assessment records of children so that their progress and achievements can be identified and staff are clear about what children need to do next in their learning
- develop the organisation of the nursery to create a stimulating, inviting environment so that children can make independent choices by using a range of resources in which staff respond to their spontaneous interests (also applies to care).

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk