

Busy Bees Nursery, Alton

Inspection report for early years provision

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Inspector

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Type of setting

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*.

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Description of the setting

Busy Bees Nursery Alton Limited opened in 2006 and is privately owned. It operates from two halls in the Hawkins Building, on the outskirts of Alton, Hampshire. It is a privately owned nursery and offers places for funded children to receive nursery education. The nursery supports children with additional needs and those with English as an additional language. The nursery is open 9am to 3pm Monday to Thursday, and 9am to mid day on Fridays, term time only. A maximum of 42 children may attend the nursery at any one time and currently there are 71 children on roll. All children share access to a secure enclosed outdoor play area. The nursery employs eight staff. Most of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a fully inclusive setting where children are treated as individuals and their needs met. Staff have a good understanding of the foundation stage and how children learn. Staff offer a wide range of activities enabling children to progress. Staff meet regularly to monitor the provision and make plans which will benefit the children.

What steps need to be taken to improve provision further?

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

- ensure that there is a balance of adult -led and child initiated activities
- review the organisation of the daily routine to ensure there is time and space for adults to encourage children to concentrate on activities and experiences and to develop their own interests

The effectiveness of leadership and management of the early years provision

There are effective strategies in place to safeguard children. Most of the staff have received training and all staff are aware of the procedure to follow if they had a concern about a child. All staff have received training in first aid ensuring that if a child were to have an accident they would be treated immediately and correctly. There are risk assessments in place and staff are vigilant during the sessions to ensure that the children are fully supervised at all times. All staff are aware of the policies and procedures that are in place to protect the children. Effective procedures are in place to ensure that all adults working in the setting are suitable to do so.

The nursery have a wide range of resources suitable for the ages and stages of

children attending. Many of them are displayed in a manner to encourage children to self select encouraging their independence. Older children are aware of resources that are stored elsewhere and are confident to request them if needed.

Staff contribute to the self evaluation which supports them in reflecting all aspects of their practise and where necessary change things that will benefit the children. They have made many changes recently to allow the children access to a continuous provision that caters for their needs. They are aware that another change is needed to allow more time for the adults to encourage children to concentrate on activities and experiences that support their development and that a better balance of child led and adult initiated activities is needed which will support children's learning. Staff are encouraged to undertake training to keep their skills and knowledge up to date.

Children who have English as a second language or who have additional needs are particularly well supported. Staff work with other agencies to ensure that they are meeting the children's needs and where necessary support higher staff to child ratios. Parents and staff work together, they make posters in other languages and which show resources from their home country. Staff learn key words that will help a child settle easily and feel comfortable in the environment.

Partnership with parents and others is strength of the group. Parents can access their children's folders each day if they wish, they are asked to contribute their knowledge of their child, the key worker is available to speak to if they wish. Regular newsletters keep the parents informed of what is happening and they are invited in to experience and gain an understanding of the uses of some of the resources each term. Parents appreciate the care and education their children are receiving and can easily identify where their child has made progress.

The quality and standards of the early years provision and outcomes for children

Children arrive happy and are excited to see their friends and what there is to do today. The staff's knowledge of the individual child through the key person system and the sharing of information works well and ensures that all staff know all of the children well. Staff have a good understanding of the early learning goals and their skills and knowledge enable them to support children learning their play.

Staff use the information from the observations on the children to decide what resources to display for the children to develop further. Children are encouraged to self select from the range of good quality resources that are on display, staff sit with the children to engage them using their knowledge of the child to extend or consolidate their learning.

Children have a wide range of activities to encourage their senses, they love playing with the flour where they talk about how it feels and smells enjoying the sensation on their hands. Younger children are increasing their vocabulary as they talk about how the dough feels and smells as they stretch, knead and roll it into shapes ready for cooking. The large easel enables six children to paint or draw at

the same time, children stand and converse with each other or become totally involved concentrating on their picture.

Children have many opportunities to develop their pre writing skills; there is a well resourced writing table which has in addition to paper and various writing implements scissors, glue and hole punchers. They are encouraged to understand that writing has meaning with writing resources in the role play area. Some of the children become competent at writing their names and will mark their own work. They are encouraged to identify their own names by self registering themselves. Young children also have a symbol on to help them identify their names. The interaction from staff ensures that the sounds of letters is used throughout supporting children learning through their play.

Children enjoy playing board games, they take turns, count the dice and learn in one game for instance about healthy foods. Children count how many children are in each day and there are resources such as tape measures for them to measure things. They sing number songs with actions and staff make games up using everyday items such as carpets and laces to create hands on fun games such as three in a row. They use different coloured and sized bears or dinosaurs to match or make patterns promoting mathematical language about size.

Children feel safe in the nursery; they know the routine of the day responding well when the bell is rung for snack or clearing up time. They are aware that they are not allowed into the store room and wait outside when clearing away. They practise the evacuation procedure ensuring they would know what to do if an evacuation was necessary.

Children have access to drinks through out the day. They sit together for snack and lunch eating the healthy foods that their parents have provided. They know to wash their hands at appropriate times to wash the germs away. Posters are on display of healthy foods, they undertake activities and games about healthy eating and each day they go out if they wish to the field adjacent to the room.

Children are aware of the rules of the nursery through discussion and the interaction of the staff. However, at times, the organisation of the day does not sufficiently engage the children nor are staff observing all of the room which has an impact on some of the children's behaviour. They respond well when reminded of the rules and for most of the time the children play well together, sharing and taking turns and co-operating with each other.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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