

Busy Bees Day Nursery

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 Day Nursery has been under new management since 2009. It is privately owned and it operates from Portsmouth Rugby Club in Portsmouth. There is a ramped access to the nursery and children use one room that is divided into three areas defined by children's age. All children have sole use of a fully enclosed outdoor play area and have opportunities to play on the adjacent playing fields. The provision is open five days a week except bank holidays. Opening times are 8.00 am until 6.00 pm. Children can also attend for sessional care between 9.00 am and 12.00 noon and 1.00 pm until 4.00 pm.

The nursery is registered on the Early Years Register to care for 37 children. Currently there are 45 children on roll. The setting supports children who speak English as an additional language.

The owner and a team of eight staff work with the children; the owner and four staff hold relevant early years qualifications and are experienced. There are four members of staff working towards a recognisable childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery owner and staff recognise the importance of good partnerships with anyone involved with an individual child. The nursery has particularly strong links with parents of children who attend; they use these relationships well to ensure children receive individualised care and make good progress in their learning and development. The owner and staff join together in monitoring the service they provide for parents and children, to ensure it is inclusive and welcoming for all. They take effective steps to bring about changes and continually improve the outcomes for children, ensuring their continued safety and wellbeing.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- include assessment of risks to children on outings in the written record (Documentation) 16/03/2010

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

- increase opportunities for children to play spontaneously in the garden to provide them with further enjoyment and challenge
- develop a system to ensure a regular two-way flow of information with other

providers who deliver the Early Years Foundation Stage for children.

The effectiveness of leadership and management of the early years provision

The nursery owner is committed to the children in her care and creates a culture of openness within her staff team. Children are the benefactors of this as staff are enthusiastic and work extremely well together, to protect children and offer them good quality experiences. There are effective systems in place to monitor staff's suitability and performance, which means that they are motivated and positive about their work. The owner actively encourages the development of her staff, who share her aims of preparing children for the next stage of their life, by making them confident and self-assured with high ideals. Staff continually attend training, such as Makaton or workshops on super heroes and gunplay. They provide an inclusive environment where every child is able to participate in activities. Staff have up to date knowledge of where children's interests lie and incorporate these into play in an appropriate manner. The shared approach to promoting children's care and education extends to delegation of responsibilities within the staff team. For example, the deputy has overall responsibility for child protection issues. All staff have secure understanding of how to safeguard and promote children's welfare. They are completely aware of the referral procedures should they have ongoing concerns about a child. They maintain a safe environment, conducive to children's learning. They complete daily checks of the indoor and outdoor areas used and maintain a comprehensive written record so no hazards are missed. Children go on outings in the community, to the local shops or animal park, when staff ratios allow. Staff take account of the route that children take and assess if the venue is safe for the children. However, they do not include this assessment in the written record, which is a specific legal requirement.

The owner recognises the staff have much to offer her self-assessment process and involves them in monitoring all aspects of nursery provision. This means that the most relevant areas for improvement are identified; changes are made quickly and with the co-operation of all. The recent change involved the grouping of children and has been beneficial. For example, younger children now receive structured activities and support when they need this without compromising the independence and range of resources available to older children. The nursery environment is completely suitable; it is bright, stimulating and contains colourful low-level furniture housing a wide range of exciting play materials. Children are encouraged to be independent from the moment they enter; they hang their coats on newly purchased pegs, and put outdoor shoes or Wellington boots away in boxes, before finding their slippers. They develop a real interest in books and love stories, because the comfortable book corner and book boxes are positioned close to each other. Resources in all three areas of the nursery are available to all children, providing safety is not compromised.

The nursery owner uses the information provided by parents, by means of a questionnaire that can be anonymous, to inform her decisions. She asks specifically if they wish to comment on any staff, and uses their comments to praise staff or address any less positive statements. The system of key workers

'meeting and greeting' parents and children at the door is effective in making everyone feel welcome. Children settle quickly into the routine and parents are reassured that their child is happy and well cared for. Parents are well informed about their child's achievements and are invited to a meeting with key staff each term to review the learning journey record and agree the next steps. This document is a valuable memento and record of progress, containing examples of children's work and photographs of their play. It travels through the nursery with the child, providing continuity and good quality information for staff and parents to ensure that progress is ongoing. This record and constant communication between staff ensures that children whose development falls below expectations receive recognition and good support. The nursery is aware that children may attend other settings that deliver the Early Years Foundation Stage framework. However, there are no systems in place to communicate with these settings to guarantee a collaborative approach to children's learning.

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

All children settle well on arrival at nursery; they enjoy the quiet and calm atmosphere in early morning. Many attend for breakfast and mix with older or younger ones until children arrive for sessional care, when they then divide into groups dependent on their age. Older children are independent learners; they recognise their own name on arrival and relish the opportunity to choose their favourite songs, to be sung by the whole group. Children are very confident in making these decisions but happy to change their plan when staff ask them to think about choosing something that everyone knows. Children are excited by the activities that staff arrange; they keenly anticipate making pancakes and want to be the one chosen to help. Children benefit from free choice of activities for most of the day, but enjoy the one-to-one attention of staff during adult-led activities, such as matching and pairing games. Staff show ability to develop children's problem solving skills, for example, they question which tools a road worker would use and ask children to recall which of the overturned pictures shows this. At snack time staff ask children to think about how many cups are needed for those present, and then add another for the member of staff. Children go on walks around the sports field, investigating the insects that inhabit the surrounding hedges; they take binoculars and magnifying tools with them to maximise the experience. They spend time each morning and afternoon in the nursery garden to experience growing of herbs and vegetables. Children can take resources from indoors to supplement the range of outdoor toys. However, children do not have the opportunity to access this space freely to be able to experiment with doing things in different ways or on a different scale at times of their choosing.

Younger children at the nursery are making equally good progress; all are actively involved in the daily routine and enjoy a broad range of activities. Toddlers realise the importance of packing away toys periodically and persist in fitting boxes of toys into the storage units. Children love role-play and clearly understand that everyday resources have a purpose. They have conversations on mobile phones and happily allow other children to 'dry' their hair with a hairdryer. The nursery has well resourced role-play areas, for example, set up as doctor's surgery. Staff provide

detailed labelling in these areas, so children become familiar with words such as 'stethoscope' and 'syringe'. The youngest children in the nursery love to spend time watching others and the staff. The proximity of others is really beneficial to them. They are making new friendships, and are often comforted by the presence of siblings, from the security of an affectionate relationship with their key people. Staff always respond to babies' early attempts at communication; they describe actions for the babies, such as 'you're dancing'. Children soon become confident and engage in conversations about their family. For example, children say that mummy and daddy are 'at work' but are not distressed by this thought. The exciting activities that staff arrange engage and entertain children throughout the day.

All children demonstrate that they are very content in the nursery. They look to staff for acknowledgement and reassurance, with the youngest sitting on laps or leaning into staff for a cuddle. The staff team take good preventative measures to keep children safe, such as keeping the main door locked at all times. Children clearly understand the need for rules within the daily routine; they line up, travel in groups to the sports field, and do not attempt to run off alone. Children have formed their own rules for outdoor play, which include 'we must listen to teachers'. They are behaving very well because they know that staff really value all of their efforts. For example, children are extremely proud when staff ask them to show off their record of achievement; they are keen to point to the photographs and recall the activities they enjoyed. Children show plenty of thought and care for each other; they happily pass jugs of water on to the next person at meal times. Children frequently refer to others as their best friend and say how much they love them. Staff encourage children to resolve any minor disagreements for themselves by suggesting that they take turns. They have in-depth understanding of each child's character so are able to recognise potential disputes in the making. They distract children to other activities or take them aside to sensitively remind them of the benefits of good behaviour.

Children adopt good personal hygiene routines at the nursery; older children take themselves to the toilet and clearly understand that hand washing is vital. Children recognise the need for a tissue and help themselves because the box is within easy reach. Staff take this opportunity to remind them to recycle the empty one; it is the aim of the nursery to introduce these simple measures so children learn to care for their environment. Children enjoy a wide range of healthy snacks, and have main meals, which parents provide. Staff make sure that any items that are reheated reach the appropriate temperature using a food probe. Children's meal times are sociable occasions where babies come together with some older children and learn to feed themselves with their key people in close attendance. Staff give good support to parents to ensure that children receive sufficient food and a wide choice of ingredients. They keep records of which items children enjoy most and how much they eat. Throughout the nursery staff promote healthy eating and the importance of exercise. They make use of cooking activities and involve children in shopping for and preparing ingredients. Children really understand that they must eat a healthy diet and drink their milk if they are to grow big and strong. Children go out on rainy days, dressed warmly in coats with their boots on to take advantage of puddles to splash in. Staff are happy to change children into dry clothing on return to the nursery so they are always comfortable and warm. Staff

consistently promote children's health; there are good procedures in place to administer any medication children need.

Children clearly have good relationships with others in the community; visits from professionals such as the fire service are welcomed. Children are excited and confident to talk at these times because they realise that they can trust 'people who help us'. Children have a growing understanding of the wider world because nursery staff plan activities around festivals from other cultures as well as their own. They inform and guide children on how to help those who are less fortunate, such as, after the natural disaster of the Haiti earthquake. Pancake Day is celebrated and children enjoy choosing fillings; they take part food tasting, such as noodles and prawn crackers around the time of Chinese New Year. Children who attend the nursery are confident users of computers. Older children concentrate hard on working through creative programmes, designing and colouring in, showing competent control of the mouse.

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	2
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	3
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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