

Busy Bees Day Nursery at Derby Heatherton

Inspection report for early years provision

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Inspection date	17/02/2010
Inspector	Sally Ann Smith
Setting address	Hollybrook Way, Littleover, Heatherton Village, Derby, Derbyshire, DE23 3TZ
Telephone number	01332 518888
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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*.

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.

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Description of the setting

Busy Bees Day Nursery at Derby Heatherton opened in 1999 and is part of a national chain of childcare facilities, owned by Leapfrog Day Nurseries (Trading) Ltd. It operates from a purpose built, one storey building in Derby. The nursery is open each weekday from 7:00am to 7:00pm all year round. All children share access to a secure enclosed outdoor play area.

A maximum of 107 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 135 children from three months to under five years on roll. The setting has systems to support children with special educational needs and/or disabilities, and who speak English as an additional language.

The nursery employs 25 full-time or part-time staff. Of these, 20 hold appropriate early years qualifications. Two staff are working towards a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage and generally their individual needs are met well. Children are happy and settled in their environment, enjoying a wide range of activities to promote all areas of learning. Positive relationships are established with parents, carers and other early years settings to ensure continuity so that children's social, emotional and educational needs are appropriately met. Good systems are in place to monitor, evaluate and target specific areas for improvement through collaborative working with parents and staff.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- develop further staff's knowledge of their responsibilities under food hygiene legislation
- improve further the provision so that it offers support tailored according to children's individual needs.

The effectiveness of leadership and management of the early years provision

Staff have an up-to-date knowledge of safeguarding children procedures and they are familiar with potential signs of abuse. They are aware of the importance of

reporting concerns without delay in order to ensure to safeguard and promote children's welfare. All staff have an enhanced Criminal Records Bureau Disclosure to ensure that they are suitable to have regular contact with children. Systems are in place to monitor visitors to the setting and ensure that relevant identification is produced before being permitted entry. Policies and procedures are effective to ensure children's welfare is promoted and these are shared with parents. Risk assessments are regularly completed and staff are very proactive in taking appropriate action to ensure that any potential hazards are minimised, ensuring children's safety at all times. All necessary consents are obtained regarding children's care.

Staff are appropriately trained, skilled and work together to share knowledge, helping to improve outcomes for children. Staff are keen to attend relevant training in order to further enhance their skills and professional development. The setting continually strives for improvement and has high aspirations for the quality of care and learning it provides for children. Practice is regularly evaluated to ensure that staff are focused on meeting the needs of all children. They recognise the importance of continuous improvement and the impact this has for children's learning and development. Staff deploy themselves well and support children effectively so that each child makes good progress towards the early learning goals. Resources are easily accessible so that children can select independently and initiate their own play if they choose.

Staff work very well with other practitioners and parents in order to support children and meet their individual needs. Information is shared regarding children's 'Learning Journeys' and how parents can contribute to these and they are made available at all times for parents perusal. In addition, notice boards, newsletters, parent's evenings and questionnaires provides further opportunities for a two-way exchange of information. An effective key person system develops a genuine bond with parents and children, helping to forge close and trusting relationships.

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

Staff's knowledge and understanding of the Early Years Foundation Stage is good and they provide a wealth of opportunities for children to play and learn. They recognise that children learn and develop at different rates and plan for this accordingly, adapting activities to meet individual children's needs. Children are encouraged to develop their personal interests, pursuing their own ideas and using their imagination. For example, children decide to make a dragon and select resources of their choice. They work diligently, skilfully cutting and sticking paper and materials together until they are satisfied with the end result. Staff stand back and observe, only providing support if asked or needed. They value and recognise children's achievements and before the day is through, they make a display of the children's completed work. Babies and toddlers develop a sense of self and become aware of themselves as separate from others when looking at themselves in the low level wall mounted mirror. Together with staff, they look at their reflection and staff say for example, 'who is that in the mirror, where is your nose?' They receive lots of reassurance and encouragement to explore their surroundings.

Staff establish children's starting points through discussions with their parents and build on this knowledge. They regularly undertake both planned and spontaneous observations to assess children's progress and plan a range of activities to meet individual children's needs. Planning takes account of the six areas of learning and staff recognise that these are often interconnected. Learning journeys track children's progress and take account of parental contributions, although assessments do not consistently identify next steps in their learning. However, staff know children well and are aware of their interests so that they can plan motivating learning experiences for each child. Staff engage with children positively and have many interesting conversations, helping to develop children's vocabulary whilst consolidating their knowledge and understanding. For example, children discuss how cheese is made and know that milk contains calcium. Children enjoy listening to stories particularly in the tepee in the garden. Quite often they will use their imagination and make up their own stories whilst the other children listen intently. Children also learn other forms of communication such as sign language, confidently signing please, thank you and more. Children play with a variety of resources and read books that reflect cultural diversity, people's differences and disability positively. 'Travel bear' accompanies children home where they record their exploits and travels together in a diary which is then shared with the other children. This helps to develop children's confidence and communication skills. Good use is made of computers to develop children's technological skills and they confidently complete tasks and games to support all areas of their learning.

Children are provided with healthy snacks and meals. A range of appetising meals are freshly prepared to entice children's taste buds. Recipes are also shared with parents. Children eat such delights as warm pineapple with spices and vanilla ice cream, fragrant chicken curry and rice, cheddar and leek lasagne with soda bread and mango and polenta bake. A snack bar system operates in the pre-school room so that children eat when they want, therefore, ensuring that minimum disruption is caused to their play. Mealtimes are social occasions where children sit together with staff and have lots of discussion. However, whilst children's individual dietary requirements are met, the routine is not always sufficiently organised in the 'First Steps' room to ensure that all meals arrive at the table together. This means that some children wait for some time before eating their individually prepared food. In addition, milk is not stored appropriately, potentially compromising food hygiene and children's health.

Children learn about safety through daily routines, activities and stories. Great excitement ensues as children receive a visit from the fire service and they are able to look at the various equipment. They remember that they must not play with matches as these can hurt them very much. Children generally behave well and staff implement behaviour management strategies consistently so that children are aware of boundaries.

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met