

# Busy Little Bees Nursery (Shirley)

Inspection report for early years provision

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**Unique reference number**

EY338609

**Inspection date**

11/01/2010

**Inspector**

Mary Kelly

**Setting address**

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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 Little Bees Nursery (Shirley Branch) opened in 2006 and operates from four rooms in a converted domestic premises. All children have access to a secure enclosed outdoor play area. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A maximum of 50 children may attend the setting at any one time. The setting is open five days a week, all year round, apart from public holidays. The setting is open from 8.00am until 5.30pm. Children attend for a variety of sessions. There are currently 80 children in the early years age group on roll. The setting is registered on the Early Years Register.

There are 13 staff who work on a full or part time basis. Many staff hold appropriate early years qualifications to at least Level three. The setting works closely with outside agencies and professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's overall welfare is good as effective attention is given to their safety and wellbeing. Excellent relationships with parents are fostered to develop a consistent approach in meeting children's needs. Observation and assessments are fully linked to planning, which enables staff to have a very clear understanding of children's next steps of learning. Staff demonstrate a good understanding of inclusive practice to support children with special educational needs and/or disabilities. Although, no formal written systems are in place to monitor and evaluate the practice within the setting, the management team have a very clear vision of how they would like to move the setting forward and continue to enhance their practice

## **What steps need to be taken to improve provision further?**

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

- ensure parental permission is gained for emergency advice
- review written records for accident recording to ensure they are fully completed
- ensure steps are taken to review the good health of children consistently, with specific regard to hand washing practices and children's drinking vessels.

## **The effectiveness of leadership and management of the early years provision**

Good safeguarding policies and procedures are in place and practitioners have a clear understanding of their role and responsibilities and how to report concerns.

There are robust recruitment and vetting procedures in place. This is effective, as all staff hold a current Criminal Records Bureau disclosure, as a result, children's safety is valued. Most required documentation is in place, although, some records for accidents are not always completed consistently and written permission has been gained for emergency medical treatment, but not for medical advice.

The premises is in very good repair and the outdoor play area has undergone a large renovation, therefore, allowing all ages of children to play outside together safely. Risk assessments are detailed and cover all areas of the setting used by the children and include outings. In addition to the main risk assessment, practitioners carry out daily visual checks of all areas used with the children. The setting ensures that staffing ratios are high to provide care and support for all ages of children.

Practitioners always demonstrate realistic expectations to promote children's learning and development due to their effective knowledge of the Early Years Foundation Stage requirements. As a result, children always receive a consistent and balanced range of enjoyable and challenging experiences. Clear planning is in place and covers all areas of learning. Practitioners fully understand the importance of using observations or differentiation to inform planning and move children onto the next steps in their development and learning. As a result of this children's individual needs are fully met.

Partnership with parents is excellent and there is a comprehensive exchange of information. This enables them to be aware of what their children are doing whilst in the setting and how they are making progress. This effectively enhances the two way communication process with parents regarding their child. Parents are happy with the service provided and complete details that aid their child to settle well within the setting. Parents have access to the Regulator's details in the event they want to make a complaint and the setting has an internal complaints procedure. The setting is striving to further develop partnerships with other agencies in order to enable an effective approach in meeting children's needs.

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

Children have very good relationships with their peers and approach adults with ease. They are able select independently and safely from the good range of resources available to them, due to the resources being at their level. Resources that reflect positive images are good and the children celebrate a range of cultural festivals such as Chinese New Year and Diwali. This allows them to be aware of cultural diversity of the world they live in. Opportunities for children to have fresh air and exercise are good as there is an enclosed dedicated play area on site. This is well resourced and allows the children many opportunities to play outdoors. All of the children are able to access the outdoor area in all weathers. Equipment such as bikes, balls and a variety of textures promote their physical development and wellbeing.

Children have opportunities to participate in singing and music activities. They

especially enjoy playing instruments such as bells and tambourines whilst singing their favourite rhymes. Children enjoy listening to stories read by staff and accessing books freely, often sharing these with peers. The tweenie children are making fish for a display, following the story 'Rainbow Fish' and pre-school children are able to view themselves taking part in a pictorial number line that has been placed on the wall. They enjoy looking at this as it includes many of the children in the room. Most of the children count spontaneously when playing, for example, when using construction bricks whilst building and interlocking letters. Some of the children are able to recognise and link the sound to the letter of letters in their names. Most of the children are able to name simple shapes such as circle and square and the younger children are able to name colours of the animals they were playing with.

Some hand washing practice is not always consistent prior to snack time. This means some children are not always fully protected from the risk of cross infection. Drinking vessels are placed in trays and some are not effectively identifiable, relying on some staff members recognising whose cup belongs to each child. Procedures for the administration of medication are stringent and children are well cared for if they have an accident or become ill, as many of the practitioners have a current first aid certificate. Although, some accident records are not always fully completed. Parents are able to choose whether to provide their own meals for their children or have the contracted caterers freshly cooked meals. These contain a balanced diet including a variety of fresh vegetables and children's dietary needs are met. Children are developing an awareness of how to keep themselves safe. They practise fire evacuation procedures and are aware it is not safe to run inside the nursery.

All children are developing appropriate independence skills. They are encouraged to tidy up the resources and feed themselves at mealtimes. Older children serve themselves snacks and are encouraged to choose what they would like. Meal times are social events and practitioners sit at the tables and converse with the children. All children show care and consideration for themselves and others, good manners are encouraged. Children's behaviour is managed effectively and children are given clear guidelines of expectations and given rewards for positive behaviour.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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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