

Busy Bees Children's Day Nursery

Inspection report for early years provision

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11/02/2010

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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Children's Day Nursery is run by Westminster Day Nurseries Limited. It is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It opened in 1998 and has sole use of two storey premises in Newton Hall, approximately one mile from Durham City Centre. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm throughout the year, excluding Christmas week.

Registration is for a maximum of 169 children at any one time. There are currently 336 children aged from birth to under eight years old on roll, as well as 28 over-eights. Of these, 57 three-year-olds and 20 four-year-olds receive funding for nursery education. The group mainly serves the needs of families from the local geographical area. There are systems in place to support children with English as an additional language and children with special educational needs and disabilities.

The nursery employs 46 staff. Of these, 30 including the manager, hold appropriate early years qualifications. Four staff are currently working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The safeguarding of children is given a high priority in the inclusive, enabling setting. There is a strong drive towards further improvement through this innovative management team. The process of evaluating the quality of the provision is developing positively to inform future planning. The staff's strong commitment towards continual improvement, and the robust training programmes continually improve outcomes for children and their families. A well-developed knowledge of each child's needs ensures that staff are very successful in promoting children's welfare and learning. Children make good progress towards the early learning goals with active learning being a key strength in the setting. Exceptionally strong and highly respectful partnerships with parents and carers ensures that the needs of all children are met, along with any additional needs.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals
- develop older children's independence at lunch times
- amend the safeguarding policy to accurately reflect the designated person with responsibility for safeguarding.

The effectiveness of leadership and management of the early years provision

Safety and security is given a high priority throughout the setting. Children are rigorously safeguarded through comprehensive policies and procedures, and information on the Local Safeguarding Children Board is regularly updated. However, the current policy does not accurately reflect the nominated person with responsibility for safeguarding. Effective links are maintained with appropriate agencies and professionals to protect children and support families. Robust recruitment and employment procedures, and ongoing appraisal systems maintain staff suitability and protect children. A wealth of risk assessments are completed on all areas, and on any outings to promptly identify potential hazards.

The management team demonstrate a very strong commitment and capacity towards continual improvement, as they achieve high quality care and education for children. All recommendations from the last inspection have been addressed, and a number of significant improvements have been made since the last inspection to improve outcomes for children and their families. For example, the reorganisation of the outdoor play areas creates inviting, enabling environments, which increase play and learning opportunities for children across the age ranges. Self-evaluation programmes are regularly reviewed and parents' opinions are requested and highly valued. Reflective practice has recently been introduced to the whole staff team as a basis for continual improvement.

Staff are all highly motivated and supported by management to further raise their skills and qualifications in the comprehensive training programme. This forms a firm basis to drive improvement and continually raise standards throughout the nursery. Staff have clear roles and responsibilities and work well together within the large team. Most staff have worked in the setting for many years, which provides consistency and continuity for families. Staff ratios are consistently maintained with an effective key worker system in place to strengthen links with families and support for children's well-being. Areas within the nursery are well organised to provide stimulating play and learning opportunities for children.

Very effective partnerships are maintained with parents and support agencies, such as speech therapists or paediatricians, to ensure that children's special educational needs are recognised and supported at an early stage by everyone involved. Key staff complete training and organise meetings with parents and support professionals to plan for children's additional care and learning requirements. Positive attitudes towards diversity and difference within all children are strongly promoted, to help children to learn to value different aspects of their own and other people's lives.

The excellent two-way flow of information with parents and carers promotes a shared understanding of children's individual needs. Parents are made welcome into the setting at any time. They are given a wealth of information on the running of the setting, and how to support their child's learning and development. Staff invite comments from parents and offer numerous different opportunities for parents to be practically involved in their child's nursery life. For example, parents

bring photos from home regarding an Indian wedding to allow staff to introduce and extend the topic at nursery for all children. Parents and carers attend meetings to discuss their child's progress and share their child's learning journeys. Parents comment that they are exceptionally happy with the quality of the provision, and comment that they are pleased with their child's progress. Parents feel that the setting 'goes the extra mile to ensure the welfare of children and meet the needs of parents.' Links are developing to share information and create a smooth transition for children into their different primary schools. Links with the wider community are highly valued. For example, sessions are held with 'Signing Tots' to develop children's understanding of sign language. Children visit the library, shops, park to enhance their awareness of their local community.

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

Children are very happy and confident in the welcoming, bright environment. They have fun as they eagerly choose activities and learn to make their own decisions. The development of children's independence and promotion of active learning are key strengths throughout the nursery. Resources are thoughtfully stored for children and small steps in learning are encouraged in self-help skills, such as dressing and toileting. Areas of continuous provision, in the indoor and outdoor environment, provide a stimulating range of inviting opportunities for children across the age ranges. Babies eagerly investigate treasure baskets full of different objects, and develop a sense of identity and belonging in the supportive environment. Children are offered appropriate challenges to extend their experiences with time to explore, practise and apply their learning. Staff intervene sensitively and provide explanations to make children think, as they work alongside them and extend learning. This helps children to acquire new skills and try new experiences. The development of children's language and communication skills are given a high priority. Toddlers confidently use gestures, facial expressions and sounds to make themselves understood and name objects, such as a puppets. Children join in lively action songs or share stories. Letter sounds, word patterns and mathematical concepts are regularly reinforced in daily activities, such as, highlighting initial sounds or counting bowls during food tasting session.

Children's individual starting points are informally discussed by parents and the keyworker, during the settling in period. Care details are recorded and information on development is clearly established to form a shared baseline for children's learning. Staff regularly observe children as they play and identify some next steps in learning for each child. Children's individual progress is recorded in their learning journey, with observations, photographs and art examples. Systems to monitor children's progress and link to the early learning goals variable. For example, pre-school complete observations and link these to the areas of learning, with next steps clearly identified, whilst other rooms write narrative observations. with little or no link to the framework and next steps. Children's preferences and interests are identified to inform future planning and staff use information from observations to plan daily activities. A good balance of adult-led and child-initiated opportunities are provided. Focus activities are recorded and evaluated to inform future practice. Planning is also based on topics, such as, winter. Planning takes the same or

similar format across the whole setting with staff adapting situations as required. For example, staff bring the snow into nursery for the younger children who are reluctant to go outside, extending this to the use of shaving foam to extend skills already developed.

Changes in the seasons and different cultural festivals are celebrated throughout the year. Resource boxes and changing role play areas develop children's awareness and respect for similarities and differences in people's lives, as they learn about the wider world. They discuss foods across the world during a food tasting session linked to the celebration of the Chinese new year, whilst other children make and complete a dragon for their celebrations. A positive attitude towards sustainability is actively promoted when children are encouraged to recycle items or use enormous, recycled tyres or natural objects as play materials. They recognise birds, find mini beasts or help to grow plants and vegetables in the garden. Older children discuss the recent earthquake and the efforts at school to raise funds to support the survivors.

A healthy lifestyle is strongly promoted. The flow of activities between the indoor and outdoor environments, ensure that children benefit from regular exercise and fresh air throughout the year. Children wrap up in hats, gloves and wet weather clothes to build a snowman, and with adult support go sledging. Good hygiene practices are actively promoted and children learn why they need to wash their hands, drink fluids regularly or clean their own teeth after each meal. Food for babies and all children consists of well balanced, nutritious options. All meals are cooked from fresh ingredients on the premises each day. The cook is actively involved in the nursery and shares menus with parents. The setting have recently reviewed menus in consultation with parents. Children's dietary needs are rigorously protected. Meals are served to children in a social setting, encouraging children to develop social skills. However, there are missed opportunities for older children to develop independence. Younger children rest or sleep comfortably, and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. Older children are involved in carrying out risk assessments for their play. For example, they identify that it is dangerous to build the blocks to high. These risks are displayed around the room, and children police these themselves as they begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as they work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together or understand technology. Older children confidently activate programmes on a computer, take photographs with a digital camera and display these on the computer screen. Children are very well-behaved as they happily share, take turns and play together cooperatively. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff act as positive role models.

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	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

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