

# Busy Bees Day Nursery at Evesham

Inspection report for early years provision

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**Unique reference number** 205243  
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**Inspector** Rachel Wyatt

**Setting address** Charity Crescent, Four Pools, Evesham, Worcs, WR11 2UT

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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 at Evesham opened in 1998. It is part of a chain of 129 nurseries owned by the company across the country. It operates from purpose-built premises on an estate on the outskirts of Evesham. The nursery serves the local and surrounding areas. Children have access to enclosed outdoor play areas. The nursery opens five days a week all year round and sessions are from 7.00am until 7.00pm.

The nursery is registered on the Early Years Register. A maximum of 110 children may attend at any one time. There are currently 98 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 27 members of staff who work with children, including relief staff. Of these, 15 have an appropriate early years qualification to Level 2 or 3. One member of staff has a Level 5 qualification and intends working towards Early Years Professional Status. The nursery also employs an administrator, cook and kitchen assistant. The nursery is a member of the National Day Nurseries Association and provides funded early education.

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

Overall the quality of the provision is good.

All those involved in the nursery recognise and promote the uniqueness of each child. Strong partnerships with parents and others and effective systems, including consistent assessment, all ensure each child's needs are fully understood and successfully met. As a result children make good progress at their pace in all aspects of their learning and development, their welfare is supported well and they are fully safeguarded. Robust planning for improvement and self-evaluation ensure the consistent and relevant ongoing development of the nursery so children and families access high quality provision which reflects their needs. The nursery shows great capacity to sustain improvement, for example, in the way children are now actively involved in promoting their own healthy lifestyles and care for the environment, and because funding, resources and staff performance and professional development are managed very well in order to underpin the nursery's further development.

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

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

- improve opportunities for younger children to develop independence in hand washing
- develop the outdoor provision to ensure children of all ages are able to fully

develop and extend their climbing, balancing and throwing and catching skills.

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

Children are fully safeguarded. The nursery has clear safeguarding policies and procedures, which managers with designated responsibility for safeguarding and staff understand and follow. Effective staff induction and training ensure all adults working with children have an up to date knowledge of how to protect children from harm and to take prompt, appropriate action if they have any concerns about a child's welfare. Children's welfare is further supported as robust staff recruitment, checking and development procedures ensure adults are suitable and have the relevant knowledge, skills and experience to work with children. The nursery also obtains all required agreements and information about children and their families before a child starts so that staff know who may have legal contact with a child and who has parental responsibility for them.

All nursery personnel work well as a team, understand their duties and are both caring and enthusiastic in their support and involvement with babies and children. They ensure rooms are comfortable, inviting and well resourced, that sessions are rewarding and routines run smoothly. The provision is of high quality and the outcomes for children are consistently improved because everyone is enthusiastic and committed about driving improvement. Rigorous, wide-ranging and ongoing self-evaluation is carried out at all levels of the nursery and very much takes account of the views of children, families and others. As a result the leaders and managers of the nursery have a clear idea of priorities for improvement which are well targeted, shared with parents and children, and are promptly and appropriately addressed. Parents can express their views in various such as informally, via questionnaires and by being a member of the parents' liaison group. Their views and children's suggestions are clearly displayed alongside the actions the nursery has taken in response to their comments. For example, key person arrangements have been adapted to ensure children and parents have contact with an identified member of staff who knows them well on days when their key person is absent. Ongoing developments to outdoor areas have already improved all children's access to fresh air and exercise, and extended their involvement in gardening and recycling.

Promoting equality of opportunity is at the heart of the nursery's provision and staff are proactive about ensuring children feel welcomed, included and develop a strong sense of belonging. All children's family backgrounds are highly valued so that, for example, they can see and talk about photographs of their families, other relatives, friends and pets. Children's home languages and their culture are celebrated at nursery and they are also helped to understand about the wider community through festivals and using books and toys depicting aspects of diversity. In particular the nursery has close links with Polish families, including well-established arrangements for translating nursery information for them. Children's communication skills and good behaviour are also endorsed by staff's effective use of key words in their home language and of visual prompts to aid

their understanding. The nursery's effective key person system, robust assessment procedures and strong partnership with parents and other agencies, ensure that all children's backgrounds and starting points are clearly understood, their progress is carefully monitored and positive steps are taken to close any identified gaps in their achievements.

The nursery highly values its partnerships with parents and carers. From the outset they are very well informed about how the nursery operates and thereafter have access to a wealth of information about all aspects of nursery life. This includes giving parents many opportunities to find out about how their child is progressing and to learn more about the Early Years Foundation Stage. Parents are very much encouraged to share information about their child, for example, to help their child's key person to get to know their child when they start or move to a new room in the nursery. Parents and key persons have daily discussions about their child's activities and routines and regularly review their child's care, learning and development. Parents' evenings include opportunities for practical sessions covering for example, how the nursery teaches children of all ages about the importance of healthy eating and exercise. Links between home and nursery are further enhanced by parents giving feedback about their children's achievements at home, including in pre-school sharing the adventures of their child when Tess the toy dog has been to stay. Children who attend more than one setting also experience consistency and continuity because the nursery makes contact with other providers and has effective links with schools children move on to.

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

Babies and children are nurtured, thrive and make good progress at the nursery. They settle quickly and enjoy being there. The nursery environment is inviting, comfortable and child-friendly. Adults have warm, affectionate relationships with babies and children so they feel welcomed, and are eager to play and join in activities. Children of all ages are confident and feel valued because of the consistent focus on their choices and interests, and staff plan for their individual needs. Positive interactions between parents and their child's key person, mean staff clearly understand children's starting points and consistently review their care and learning needs with their families as each child moves through the nursery. A well-developed assessment and planning system is competently used by key persons to track each child's progress, to plan for their next steps and to identify where children need additional support or more challenge. The nursery works effectively with parents and other professionals such as the area Special Educational Needs Coordinator, local assessment centre and speech and language therapists to agree realistic targets and appropriate levels of support for children with special educational needs and/or disabilities.

Children develop good skills for the future. From an early age they become confident, resourceful learners who play well independently and together. In the main, their independence is fostered in seeing to their personal care, hygiene, eating and making choices, for instance about what they want to play with. However, opportunities are missed in First Steps to enable older toddlers to wash

their own hands and to learn about when and why this is important for their good health. Babies and children behave well, play harmoniously and follow staff's requests. Children are sociable, kind, increasingly share and take turns. They are helpful, enjoying assisting at tidy-up time. They become confident, articulate speakers as staff consistently talk to babies and children, asking questions and explaining things well so they encourage their responses, extend their vocabulary and foster their thinking. Children enjoy books, stories and rhymes. They are encouraged to recognise their names and make marks. Babies and children think critically. For example, in pre-school they competently count and recognise numbers during a fun board game and whilst comparing the weight of different maths resources. Children are imaginative, acting out different scenarios during role play. They express their ideas through their construction, modelling and art and craft work. They relish exploring different materials, including sand, water and soil. Children are curious. For instance, toddlers excitedly show adults the 'bugs' they have found, which they then observe more closely, using magnifiers and binoculars. All children are involved in gardening, sewing and watering bulbs, plants and seeds. Pre-school children further understand about caring for the environment through their 'Eco Club' activities such as composting and recycling. Children are physically active and move, balance and climb with increasing confidence aided, for example, by taking part in fun 'stretch and grow' sessions. These also help children to develop spatial awareness and to understand about the importance of exercise for their growth and good health. However, the current layout and organisation of some outdoor play means the youngest children do not always have the space and support to fully develop their varying levels of physical skill, for instance in throwing, catching and kicking balls, and in general children lack opportunities to fully extend their climbing and balancing skills. However, the nursery is conscious of these issues which form part of their plans to further improve the outdoor provision.

Children's welfare is successfully promoted. They are looked after in clean and comfortable surroundings. Robust procedures ensure their individual care, health, dietary and cultural needs are understood and met. Babies and children make healthy choices about what to eat and drink during varied and nourishing meals and snacks, and there are thorough arrangements regarding babies' feeds and weaning. Clear medication procedures are followed and the nursery ensures staff have current first aid qualifications and expertise to cater for children's differing health needs. Children have prompt appropriate treatment and the risks of cross-infection are minimised if they have an accident or become unwell. Parents are kept fully informed about matters relating to their children's health. Children are kept safe as the premises are secure and free from hazards. They are well supervised and risk assessments and safety checks are used to effectively monitor overall safety, with prompt action taken to reduce risks and adapt procedures when hazards are identified. It is clear that children feel emotionally safe and secure at the nursery where they settle quickly and have positive relationships with the caring staff. They learn how to behave safely, including how to use equipment and toys correctly and to safely move around the premises. Through discussions and practices they develop an understanding of road safety and what to do in an emergency.

## 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	1

### 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	1
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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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