

Busy Bees (Marshalswick) Ltd

Inspection report for early years provision

Unique reference number EY343615
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Inspector Naomi Brown

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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 (Marshalswick) Ltd registered in 2006. The group had been previously registered as Busy Bees Pre-school and Nursery since 1994. The nursery operates from four rooms in the side building of Marshalswick Baptist Church in the Marshalswick area of St Albans. It is situated within a residential area of St. Albans, close to all local facilities. The group serves the local community. The setting is open Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm and in addition there is a lunch club from 12.15pm to 1pm each day. On Tuesdays and Fridays an extended day is provided from 9.15am to 3pm. Children in the early years age group attend. The setting is registered to care for a maximum of 65 children in the early years age group, of these, none may be under the age of two at any one time. Children have regular access to a fully enclosed outside play area.

There are currently 90 children aged from two to under five years on roll. Of these, 45 receive funding for early education. The nursery currently supports children with special educational needs and/or disabilities, and also supports children who have English as an additional language.

The nursery employs 18 members of staff. Of these, 16 hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive because they are cared for by exceptionally knowledgeable and experienced staff. The management team support staff incredibly well and documentation is used with great effect to underpin all exceptional practice within the setting. Thoughtful and sensitive processes for communicating with parents, carers and other settings that children attend inform rigorous continuity of care for all children. As a result, children make very strong progress and are extremely happy and confident learners.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop existing written planning systems to ensure that they link to developmental stages outlined in the Early Years Foundation Stage Framework.

The effectiveness of leadership and management of the early years provision

Children consistently benefit from the attentions of an exceptional staff team. The management team are very knowledgeable and disseminate their knowledge to staff who use it to manage their very strong practice. Resources are very well thought out and used imaginatively within the spaces available to ensure that children receive a varied and exciting curriculum. Children's safety is managed with great care at all times. Highly focused policies and procedures that all parents and carers have access to protect children from harm and neglect. This careful attitude also translates to issues of equality and diversity. All individuals in the setting are highly valued and staff are incredibly sensitive to children's individual needs. This, together with a high focus on regular staff training, ensures that any children with special educational needs and/or disabilities benefit from personally planned care.

Commitment by all staff to continuously improve practice is very high and as a result children are able to consistently benefit from new ideas, methods, resources and activities. This ensures that their safety is consistently managed and that they are continuously involved in their learning. Children have many opportunities to voice their opinions about their care and there are many examples of their suggestions informing everyday practice. Children feel a real sense of belonging in the setting as they have formed strong and meaningful attachments to staff and each other. This underpins their strong ability to feel safe at all times in the setting.

Self-evaluation systems are strong and clearly include views of all users. Children, staff, parents and carers have many opportunities to communicate their views and ideas regarding strengths and weaknesses of the setting. The registered person and manager have a very strong vision of the setting and are thoroughly realistic about the strengths and weaknesses of the setting. This vision is communicated very effectively to staff and results in a continuously improving provision that is highly responsive to the needs of all its users. As a result, exceptional outcomes for children are constantly promoted.

Partnerships with parents, carers and other settings are exceptionally strong. The management team seek parents' feedback on all aspects of their children's care. Parents' educational evenings allow them to learn about and understand the Early Years Foundation Stage curriculum and encourage them to feel positive about the steps that the setting takes to care for and protect their children. The setting's open door policy for parents was seen in great effect on the day of the inspection. Parents clearly feel welcomed into minding areas and are confident to approach staff about any issues regarding their children. Staff have actively sought to establish strong links with local schools, childminders and other daycare settings that children attend. This results in carefully managed transitions to other settings and enables children to have a strong understanding with their local community.

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

Children make exceptional progress within the Early Years Foundation Stage curriculum as staff are very well informed. Staff manage activities well and this has developed children to become enthusiastic, involved and conscientious learners. Children show very high levels of engagement in all sessions, moving between the enticing range of free play activities with care and enthusiasm. Children show very high levels of concentration at all times and this thoroughly underpins their ability to progress as learners. Group sessions are particularly well managed. Children are engaged at all times as they sing familiar rhymes and laugh with enthusiasm when staff change the words at the end of the song. Staff use a range of dolls and puppets including 'Jose', a puppet to teach simple rules and concepts to children. They engage very well with these visual props and respond effectively and with obvious recognition when staff use them to ask questions or prompt discussion. Children effectively discuss rules for the setting that they have helped to write with Jose the doll, for example 'We are kind to each other' and 'We share our toys'. This enables children to manage their own safety and behaviour very well and standards of behaviour are consistently very high.

All children are encouraged to feel a strong attachment to the setting. 'Busy boxes' that children have decorated with photos and images represent home and people who are important to them. These boxes are used to bring objects from home which children show to each other and the inspector with enthusiasm. This is indicative of the imaginative ways that staff strive to make children feel at home in a building that is not exclusively for their use.

Children have access to a plethora of materials they can use to make their own marks. They enjoy using paint and crayons to create pictures that they take great pride in. Staff extend activities at every opportunity. For example, staff set up a range of plastic animals at a drawing table for children to explore. Some children copy these animals, some draw around them, some attempt to write the names of the animals on their paper. Other children take the animals and play hide and seek with them in shredded paper. They enjoy naming the animals as they find them and staff ask pertinent, open questions to encourage their critical thinking and extend the simple activity. Strong activities, coupled with flexible, clear plans that thoroughly cover all six areas of learning, ensure that all children are able to make exceptional progress. Observations and assessments are very well managed to ensure that plans are consistently focussed towards children's individual learning needs. Currently written planning systems do not always link to individual development stages of the Early Years Foundation Stage. However, staff's knowledge of the curriculum is of such quality, that the impact of this is minimal. Observations are accurate, evaluative, encouraging and demonstrate how well informed staff are, both of the curriculum they follow and of children's individual learning needs and styles. This enables all children to realise their potential in the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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