

Bizzie Bees Nursery

Inspection report for early years provision

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14/07/2010

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*.

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Description of the setting

Bizzie Bees Nursery opened in January 2010. It is one of seven settings owned by the provider. The nursery operates from self-contained rooms within the building of The Baptist Church Hall in Sundon Park, Luton. The building is accessed via its own entrance with a single step. Children have access to a secure outdoor play area.

The nursery is open all year round from Monday to Friday, 8:00am to 6:00pm. A maximum of 32 children may attend the nursery at any one time and they attend for a variety of sessions. The nursery is registered on the Early Years Register.

There are currently 42 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting is able to support children with special educational needs and/or disabilities, and provides care for children for whom English is an additional language. There are six members of staff. Of these, five hold relevant childcare qualifications and one is completing training to achieve a recognised childcare qualification at level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children thrive. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the setting and make satisfactory progress in their learning and development. The staff build trusting relationships with parents and carers and keep them suitably informed about their child's development and the running of the setting. The manager and all staff are committed to ongoing continuous progress to ensure that they improve the outcomes for all children and their families.

What steps need to be taken to improve provision further?

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

- develop the use of initial assessments to more effectively assess where children are in their development and to highlight any areas of concern or for further challenge
- develop further the use of observations and assessments to clearly show children's progress towards the early learning goals and ensure that this information is regularly shared with parents
- develop further the use of reflective practice to further highlight the setting's strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The knowledge, energy and enthusiasm of the senior staff ensure that the main aspects of the provision are well led and that priorities are focused upon. The effective implementation of the setting's comprehensive policies and procedures support the daily running of the setting and ensure that children are offered a safe and secure environment. For example, there are robust procedures for checking that staff are suitable to work with the children and a rolling program of training to further increase their childcare knowledge. Staff also have an appropriate understanding of the procedures to follow relating to safeguarding children ensuring that their welfare is promoted and that they are fully protected at all times. Staff are also proactive in monitoring the setting. For example, when parents use their mobile phone during the session they are asked to stop ensuring the children's further protection. Staff are also effective as they take steps to minimise the hazards to children. They carry out daily safety checks of all the areas used and complete comprehensive risk assessments for specific outings and activities, such as, the teddy's bears picnic held on the day of inspection. The area was thoroughly checked before use and staff were alert, ensuring that the children were aware of the boundaries in place and offered sensitive reminders when they momentarily forgot.

The setting actively promotes equality and diversity enabling them to offer a service that is inclusive for all children and their families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs and work soundly to close identified achievement gaps. For example, they ask parents for familiar words in the child's home language to help them settle and display the nursery rules in different languages to make all feel fully included. The setting helps children learn about the society in which they live by, for example, celebrating festivals such as Hanukah and Chinese New Year and providing resources such as dressing up clothes, books and play figures reflecting other cultures and ways of life. Children are also learning to care for and help others as they raise money for Barnardo's Charity by participating in a sponsored walk.

Children's individual development is mostly promoted because the setting has sound procedures in place to support, monitor and evaluate their progress. The interesting range of available resources is positively used and the all-inclusive, child-friendly environment is conducive to children's learning. For example, low-level labelled storage encourages children to freely choose what to play with and child-sized furniture ensures that they can sit comfortably while they play. Staff are also good at recognising when the children are becoming less interested in the activities provided and rotate them regularly to stimulate more interest and extend children's learning.

All staff show a genuine desire to promote the best care and opportunities for children and are very committed to sustainability. Since registration they have worked continuously to improve the environment and outcomes for the children, parents and carers. For example, they have provided a more suitable toilet area for the children and have made arriving at the setting safer and more welcoming by

changing the main entrance. They use information from staff meetings, interaction with parents and questionnaires to monitor the setting and have been proactive in making changes when issues are highlighted. For example, home link books were introduced when parents felt they were not sufficiently informed about their child's time at the setting. They have started to use the self-evaluation form to identify their strengths and areas for improvement but also realise that reflecting more on their practice will help them further improve the outcomes for children.

Effective links with parents, carers and other providers positively promotes continuity of care and education for all the children. Parents are kept well informed about the setting's policies and procedures and good working practice. All relevant information is shared with them on induction including the complaints procedure. They also receive regular newsletters and are invited to special events such as an open day and a leavers party. They build relationships with their child's key worker and can see their child's development files at any time. However, this is an area for further improvement to ensure that they feel fully involved in their learning and development.

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

Children are offered interesting opportunities to help them positively progress and develop across all areas of learning. Information is gained from parents about children's home lives and their likes and dislikes. However, as limited information is gained about children's developmental starting points, this information is not used to inform initial assessments. Staff record children's attainments through use of observation, assessment and planning for their next steps. Each child has a learning profile which highlights their progress through examples of their work, photographs and written observations. However, as the system currently in place is not kept up-to-date children's development is not optimally promoted.

Children's learning is mainly encouraged through flexible planning and a range of child-initiated and adult-led activities. For example, they develop their knowledge and understanding of the world as they co-operate in filling plastic gloves with coloured water to see the changes that occur when the gloves are frozen and use their problem solving as they measure out the ingredients for making play dough, again helping each other by telling the child pouring the flour when there is enough and the container is full. They enthusiastically play a game of 'Silly Soup' naming the items pulled from a container and then listing other items that begin with the same sound and letter extending their language skills as they do so. They enjoy listening to stories and participate in acting out the different roles such as those in 'The Tiger who came to tea.'

Children enjoy their time at the setting, forging friendships with the staff and each other as they are encouraged to, for example, identify who is present at registration and show their friends the snail they have found in the garden. Their behaviour is mostly good as they follow the positive role modelling practised by staff and the senior management team. They are learning the consequences of their actions as they are asked to apologise when they accidentally hurt somebody

and are given stickers and praise for helping to tidy away the toys. They also learn the setting rules and are starting to put into practice the 'caring is sharing' ethos.

Children's health and welfare are effectively promoted as the staff take consistent steps to minimise the spread of infection and develop children's understanding of healthy living. For example, children know to wash their hands before eating and discuss why it is important to eat and drink healthily, including their milk at snack time, knowing it helps 'your teeth and bones.' They are developing their independence as they freely access and pour their own drinks throughout the day and learn to correctly use a knife and fork. They are also learning where food comes from as they plant, grow and nurture potatoes, tomatoes and lettuces all to be hopefully eaten at a later stage.

They enthusiastically participate in activities to develop their physical skills including keep-fit sessions to music and obstacles courses in the outside play area. Children are learning about their own safety as they are reminded to use their 'walking legs' when inside and to sit down when having a drink in case they choke. Visitors such as the police service also extend their understanding of safety and those that can help them.

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

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|--|---|
| 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

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 3 |
| 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

| | |
|--|---|
| 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

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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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