



Busy Bees Nursery

Inspection report for early years provision

Unique Reference Number	EY296962
Inspection date	30 January 2006
Inspector	Samantha Hunt
Setting Address	Hall Place, Burchetts Green Road, Burchetts Green, Maidenhead, Berkshire, SL6 6QR
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Registered person	Busy Bees Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Busy Bees (Hall Place) is part of the Busy Bees Nurseries chain. It opened in 1997 and has been run by the present providers since 2004. It operates from three rooms in a purpose-built building. It is situated within the grounds of Berkshire College of Agriculture, Burchetts Green, near Maidenhead in Berkshire. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.30 for 50 weeks of the year. All children share access to a secure

enclosed outdoor play area.

There are currently 39 children aged from 2 months to under 5 years on roll. Of these 9 children receive funding for nursery education.

The nursery employs 10 staff. Of these, 6 staff including the manager hold appropriate early years qualifications. 2 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn to become healthy as they participate in free play and organised activities, both inside and out. They show good co-ordination when running, climbing, balancing on the logs in the garden and dancing to music. Good use is made of the grounds in which the nursery is situated and all children go on regular walks to experience the wildlife and get fresh air.

Children begin to learn the importance of good personal hygiene through the daily routines of the setting. Many children independently access the toilet and know that washing their hands prevents the spread of germs. Staff follow effective accident and medication procedures; they record the giving of medication and ensure parents sign consents to administer beforehand.

Younger children rest according to their individual needs and routine; sleeping takes place in comfortable cots or mats. All children have individual bedding, which is clean and stored appropriately to minimise risks to children's health and hygiene. However, procedures for ensuring all toys and equipment are clean are not effective. For example, high chairs clamped to tables are not removed after every use and toys such as building bricks shared between rooms, are not washed regularly.

Children have their health and dietary needs met because staff work well with parents. Children have regular snacks and drinks of fresh fruit, water or milk throughout the day. Meals provided are generally well balanced and take account of the individual and cultural needs of all the children. Snack and meal times are a sociable occasion. They provide an opportunity for children and staff to sit and talk together.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a generally well-maintained environment. They are able to move freely around each room. However, the layout of the 2 to 5's room means that children cannot always play effectively or safely. For example, children playing in the home corner spread items on the floor, which then creates trip hazards for children and staff. Children have access to a satisfactory range of toys and equipment, which

is appropriate to their age and stage of development. The outside play area is safe for children to enjoy fresh air and play. Children particularly enjoy whizzing down the slides and balancing on the logs.

Children begin to keep themselves safe through clear boundaries and discussion with staff. For example not climbing on chairs or running inside. Staff carry out regular evacuations of the premises to ensure procedures are effective should they need to leave the building in an emergency. Security is good and staff monitor the entrance well to ensure children remain safe. Procedures in place for protecting children from persons not vetted are effective and all visitors to the building are recorded. Staff have a sound understanding of child protection issues and how to proceed if they have concerns about a child in their care. All required documentation is in place. This supports children's welfare and wellbeing.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are secure, happy and part well from parents and carers. Staff greet them with care and warmth. Many children clearly enjoy coming to nursery and are beginning to form good relationships with their peers and staff. They eagerly share books with one another and climb onto staff laps to share stories. Children freely access the toys and activities laid out for them. However these are not always well planned or resourced effectively to ensure they provide sufficient stimulation and challenge for all the children. For example, one small sand tray with two spoons, or several similar activities out during one session such as doctors and home corner.

Babies benefit from a daily routine that takes into account their individual needs such as meal and sleep patterns. They happily crawl around and pull themselves up on the beam to look in the mirror. Staff interact with them at their level and provide them with a sound range of toys and activities to aid their development and enjoyment. For example the musical activity centre and push-a-long trains. Children have opportunities throughout the day to play with and without support from staff both inside and out. They receive regular cuddles and care from staff as well as positive praise and encouragement, which helps to extend their self-esteem and confidence further.

Nursery education

The quality of teaching and learning is satisfactory. Children are eager, confident and keen to participate in activities. Children engage easily in conversations with one another and staff; they share news from home and objects brought in for "show and tell" with confidence. Children participate in story time; they are able to predict stories and identify main characters. Children freely access books with care, share them with one another and are beginning to understand that print carries meaning. Children are beginning to use their imagination in the home corner and through some interaction with one another and staff. However, lack of resources during some sessions means that children do not always have sufficient opportunities to develop and extend these skills.

Many of the younger children can count to 5 and older children to 10. Some children recognise written numbers to 10, for example doing the weather/date board. Most children are able to name simple shapes, colours and numbers. However, there are limited opportunities for them to practise their mathematical learning fully. Staff do not extend or ask questions to make the children think, for example, adding objects or numbers together in every day play.

Children have access to a variety of construction resources and materials to help develop their design and making skills. Children's artwork is displayed and staff value their creative efforts. Children proudly show visitors their "myself" pictures on the wall. Children develop independence skills; they put on their own coats before going out to play and take themselves to the toilet when necessary. Staff demonstrate an adequate knowledge of the foundation stage and record children's progress towards the early learning goals. However staff do not always plan or evaluate activities effectively to ensure all children make progress.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and valued within the setting because staff are aware of their individual needs and show them respect. Most children's behaviour is good. For example, they sit well at group times and listen to others sharing their "show and tell" items. Staff set consistent boundaries and handle unwanted behaviour sensitively. They have good expectations of children's behaviour and encourage children to say please and thank you through good reinforcement and praise. Children are forming relationships with adults and one another and are beginning to develop confidence and self-esteem. Staff encourage all children to participate in activities provided. This ensures children have equal opportunities to develop within the setting.

There are effective policies and procedures in place to support children who have special needs, although no children currently attend. Children become aware of the wider society in which they live through a mixture of sound topic work, celebrating festivals and accessing a satisfactory range of resources, which promote positive images such as books. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Staff greet parents in a friendly manner and relate well towards them. Parents of babies receive verbal and written information daily detailing their child's day for example feeds taken and sleep patterns. Information about older children is available on the notice board and includes meals eaten and activities undertaken. Staff keep parents updated by displaying details of topics, the letter of the week, show and tell, the Foundation Stage and the Birth to three matters framework on the notice board. Parents have an opportunity to discuss their children's progress formally at parent's evenings held twice a year. A complaints procedure is in place and made available to parents. Staff encourage parents to discuss issues as they arise. This contributes to children's wellbeing within the setting.

Organisation

The organisation is satisfactory.

Children are happy and settled within the nursery. Organisation of rooms is satisfactory however, areas of the 2 to 5 room are not currently used to their best effect to allow children to spread out and play effectively. Staff hold appropriate childcare qualifications and staff ratios are maintained well throughout the day. All legally required documentation that contributes to children's health, safety and wellbeing is in place.

Leadership and management are satisfactory. The new manager has been in post for 2 weeks and is already beginning to form good relationships with staff and parents. Planned activities are not currently effectively evaluated to ensure children are making progress. The manager demonstrates a clear understanding of the nursery's strengths and weaknesses and is beginning to address them. There are good management systems in place to support the new manager and staff. Staff are committed to attending further training and development courses to further their knowledge and understanding. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

There have been no complaints made to Ofsted since registration.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hygiene procedures to ensure all toys and equipment are cleaned regularly, to minimise risks to children's health and well being.
- improve organisation of toys and resources to allow children to move around and play safely and effectively.
- provide children with a range of toys and activities that are sufficient, stimulating and laid out effectively to capture children's imagination and concentration.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide regular opportunities for children to develop their mathematical learning and imagination.
- improve planning and evaluation of daily activities to ensure all areas of children's learning and development are extended.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk