



## **Busy Bees Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	125069
<b>Inspection date</b>	14 February 2006
<b>Inspector</b>	Sandra Daniels
<b>Setting Address</b>	Busy Bees Day Nursery, 16 Thorley Neighbourhood Centre, Bishop's Stortford, Hertfordshire, CM23 4EG
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<b>E-mail</b>	bb-thorley-park@btconnect.com
<b>Registered person</b>	Busy Bees
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Busy Bees Day Nursery is one of 45 nurseries run by Busy Bees. It was registered in 1995 and operates from 7 rooms in a large converted building in Thorley Park, Bishops Stortford. The nursery serves the local and wider area.

A maximum of 55 children from 3 months to under 5 years may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 104 children from 5 months to under 5 years on roll. This includes 17 children who receive funding for nursery education. Children attend for a variety of sessions. There are systems in place to support children with special needs and children who speak English as an additional language.

There are 17 staff working with the children and, of these, 12 members of staff, including the manager, hold appropriate early years qualifications. There are 3 members of staff who are currently working towards a recognised early years qualification. The setting receives support from an early years teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is maintained due to effective record keeping and good practices. Several members of staff hold current first aid certificates and are able to ensure that children receive appropriate medical attention should they have an accident or require medication. For example, some staff have received training in administering an EpiPen for a child with a severe allergy. Children's medical history is known by staff due to their effective communication with parents and the sick child policy ensures that children are protected from infectious diseases, due to clear exclusion periods.

Children are cared for in a warm and very welcoming environment where very effective hygiene procedures help to protect children and keep them healthy. Children learn about why it is important for them to wash their hands after using the toilet and before eating. Staff follow procedures, such as wearing disposable aprons and gloves, when serving snacks and meals and when changing nappies to reduce the risk of cross-infection.

Children enjoy a well-balanced range of nutritious meals and snacks which are prepared on the premises each day using fresh ingredients. They are given healthy options which meet their individual dietary needs and fresh drinking water is available to all children at all times. Children are developing an awareness of how to make healthy choices as they are encouraged to select the food they want to eat from a range at meal times.

Children's physical development is well promoted. The outside play space is divided into three separate areas for children of different ages, and is used every day. Younger children have the space to move around safely outside and are able to use equipment to pull themselves up to stand, attempt to climb and slide with the support of staff. Older children manoeuvre bikes and scooters around the garden, play with hoops and balls and develop confidence in their physical skills on the climbing frame. Children enjoy dancing to music and have regular drama sessions where they can develop a sense of how their body moves, developing control and co-ordination. They learn to balance and negotiate obstacles as they walk on 'stilt pots' and learn to move with rhythm when playing with the parachute.

Children use a range of equipment to encourage their hand and eye co-ordination. They transfer water from one container to another and delight in the use of construction resources to build and design. Children develop pencil control as they use a range of writing materials. Babies and younger children are provided with plenty of floor space to move around freely and independently. Staff position themselves on the floor to encourage babies to crawl towards them, offering bright, noisy toys and textured play mats to entice them to move forwards.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

All children have access to a wide range of toys and resources which are safe, of good quality and developmentally appropriate. They are organised to enable children to make independent choices. Equipment and furniture is also age appropriate and children are encouraged and supported to use them appropriately. For example, babies have access to equipment which encourages them to acquire physical skills, such as push and pull along toys. Children are encouraged to develop an awareness of keeping themselves and others safe. For example, picking up unused toys to create clear floor space for them to play, clear of obstacles.

Children's risk of accidental injury is minimised through effective risk assessment procedures. All staff undergo health and safety training as part of their induction programme and they successfully identify potential hazards and take the necessary steps to minimise them. Stringent security arrangements also ensure that children are kept safe. There is an intercom system which ensures that all parents and visitors to the nursery are identified before gaining entry. An effective visitors log is maintained and all visitors must wear an identification badge.

Effective procedures are in place to keep children safe when taken on outings. Children are reminded that they must hold hands at all times when out walking. Staff talk to children about road safety and they learn that it is safe to cross when you can see the green man. This safe practice is enhanced by a dedicated road safety day, where children take part in various activities such as making traffic signs and learning the Green Cross Code.

Children's welfare is safeguarded as staff have a good understanding of child protection issues and are confident of their roles in the protection of children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery. They are confident in their relationships with their carers and with each other. Staff provide very good levels of support and praise, which encourages children's sense of well-being and helps them to feel secure. For example, staff know younger children's needs very well and are quickly at hand to provide cuddles to ensure they remain happy and secure. Babies settle well into the nursery where their environment is serene and calm. Staff position themselves

effectively on the floor, enabling them to offer encouragement and support as necessary.

Children under three years participate enthusiastically in a wealth of practical activities that support their individual development as staff use the 'Birth to three matters' framework well. As a result, children are busy exploring a range of malleable resources such as sand, water and playdoh to promote their senses. They enjoy action songs which stimulate their language development and encourage good communication skills. Children respond with excitement as they play with imaginative toys and dress up as princesses in the role play area.

New children are well cared for as staff work well with parents to ensure they are fully aware of each child's individual needs and routines. Children play happily together, enthusiastically selecting resources independently and joining with other children to share and enjoy toys.

Children become skilful communicators, learning to use language to share their thoughts, ideas and feelings. For example, children take part in circle times, sharing their news with others and talking about the days of the week. Staff encourage children to develop emerging vocabulary through everyday discussions and routines. For example, toddlers are encouraged to use words repetitively during simple songs and action rhymes. Children use their growing language skills to socialise, become part of the group and begin to negotiate with others as a member of that group.

Staff are very aware of the experiences and activities that young children need. They plan and adapt activities to ensure that young children have lots of opportunities to communicate through pretend play, singing, shared stories and music.

### Nursery Education

The quality of teaching and learning is good. Children are successfully engaged in a range of interesting practical activities. They are making good progress through the stepping stones towards the early learning goals. Staff have a sound understanding of the Foundation Stage curriculum and plan activities which encourage children to make progress in all areas. However, these planned activities do not have clearly documented learning intentions, making assessment of children's progress more difficult. Staff undertake regular observations of children and are, therefore, aware of the progress each child is making. However, they do not make full use of this information to identify the next step for individual children. Practitioners use questions successfully to encourage children's thinking and language skills.

Children are happy and eager to learn. They make independent choices and have developed good self-care skills through everyday routines, such as putting on their own coats before playing outside, putting on aprons before messy play and washing their hands afterwards. Children demonstrate good levels of concentration at chosen activities. They play well together and are generally well-behaved, taking turns with popular resources and helping staff to tidy away the toys before meal times. Children freely access books throughout the day and some children enjoy mark making, using pencils to create pictures and some recognisable letters. Some four year old children are able to write their names independently, others prefer to copy. Resources are

clearly labelled and there are opportunities for children to begin to recognise some familiar words in print and to link sounds to letters.

Children are confident when matching colours and shapes and enjoy counting the crockery at lunch time as they help to lay the table. They develop an awareness of measurement as they take part in cooking activities and making playdoh. Children begin to learn about the world around them as they plant vegetables in the garden, watch them grow and eat them. They talk with staff about the changing seasons and what the weather is like. Children develop positive attitudes towards diversity as they celebrate many festivals, tasting different foods and dressing up. Children benefit from daily access to computers where many have developed good mouse control.

Children's creative development is enhanced through imaginative play experiences. Children re-enact familiar stories and personal experiences using the dressing-up clothes. They also play imaginatively with a range of small world characters. They enjoy regular drama sessions where they can express themselves through dance and music.

### **Helping children make a positive contribution**

The provision is good.

Children share their thoughts, feelings and ideas confidently in an environment which values their contributions and supports their individuality. They enthusiastically participate in worthwhile activities that develop co-operation and enable them to learn to respect and value one another's ideas. Children experience the value of their own culture and that of others. They see posters and discuss them with members of staff, share books that present positive images of diversity and celebrate various festivals from around the world. This enables all children to feel secure and strengthen their self-worth as they develop a strong identity. Children learn about the local community on outings and participate in fundraising activities for local charities. For example, a sponsored chatter and a 'toddle waddle'.

Strategies to support children with special educational needs are effective. All children are fully integrated within the setting and systems to ensure children's individual needs are met are secure. Children are generally well-behaved. They receive good levels of praise and encouragement for their efforts and achievements to boost their confidence and enhance their self-esteem. Children receive useful chances throughout the sessions to learn to manage their own behaviour. Older children, for example, skilfully negotiate their turn using their developing reasoning skills. They respond well to the sensitive interaction they have with staff regarding behavioural expectations. Children form positive attitudes as a result of the consistent use of explanations they receive which helps them to distinguish the boundaries between acceptable and unacceptable behaviour. Children's spiritual, moral, social and cultural development is fostered throughout the curriculum.

The partnership with parents of children in receipt of nursery education is good. Children benefit from the solid procedures in place to promote healthy partnerships with parents. This supports children's well-being, development and progress. Children settle well and benefit from a two way sharing of information, between

practitioners and parents, to meet their needs. Parents receive useful information about the setting, children's individual needs are well-documented and the successful key worker system ensures information is continually exchanged and shared. Newsletters, notice boards and parents evenings ensure that parents are aware of how children spend their time at nursery, meaning they are able to fully participate in their child's learning. Children's developmental records are made available to parents and each child takes home a daily information sheet.

## **Organisation**

The organisation is good.

The provision meets the needs of the range of children for whom it provides. The manager and deputy have established and model good practice across the nursery, leading to a secure, confident and happy staff team. Practitioners are clear about their roles and responsibilities and benefit from structured induction, training and appraisal programmes. Practice in the care of children under three years is extremely effective, however, not all staff working with children under three years have received training in the 'Birth to three matters' framework.

Children are comfortable and confident in a setting that is highly organised. They are secure in an environment which fosters a strong staff team that work closely together to ensure they provide good levels of care and education.

All required records for children are in place and there are comprehensive policies and procedures that underpin the good practice.

The leadership and management of nursery education is outstanding. The manager and deputy have a clear vision for the nursery education with a focus on the personal development and achievement of all children. The setting is clearly led and managed for the benefit of the children, who are making good progress towards the early learning goals.

The management is committed to improving the provision and have action plans in place for various incentives to be undertaken this year. Provision is regularly evaluated and reviewed to ensure all children receive the best possible opportunities to progress. These aims for improvement and success encourage and motivate staff to improve their work practice, to take pride in their work and to value it. The management is inspiring and motivational and have established a stable team of enthusiastic workers where every member of staff has something to offer.

Practitioner's professional development is managed so that teaching and learning can be improved. Children progress and thrive in this stimulating environment where every child matters.

## **Improvements since the last inspection**

At the last care inspection the provider agreed to ensure that the person in charge achieves a level 3 qualification as required by the National Standards. Since then

manager has taken several courses to update and reinforce her knowledge and skills.

The provider agreed to develop the role play areas to make them more interesting and stimulating in order to encourage children to use their imagination in play situations. Children's imaginary play and social development is now supported by role play areas made into offices, shoe shops, grocer shops and hairdressers.

The provider agreed to review the outside play equipment to enable older and more able children to be sufficiently challenged. Children now benefit from a well-equipped garden area where equipment has been reviewed and mostly replaced. The garden has had a complete makeover and is now divided into three sections for different age groups. There is an area for planting and, last year, children planted vegetables which they followed through until they were cooked and eaten.

At the last nursery education inspection the provider agreed to review staff training needs to ensure staff receive appropriate training for the Foundation Stage. Outcomes for children are enhanced as there are now four members of staff, including the manager and deputy manager, who have had training in the Foundation Stage.

The provider agreed to review the provision and experiences which challenge children, particularly within the programmes for communication, language and literacy and mathematical development. Outcomes for children in these areas of learning are enhanced as the planning for communication, language and literacy has been developed to include more use of phonics, including visual aids within the 'jolly phonics' range. Planning for mathematical development includes daily use of number lines, sorting and matching games.

The provider agreed to develop short-term planning to include learning intentions linked to the early learning goals and make sure observations and assessments are used to inform future planning of the next steps of children's individual educational programme. Outcomes for children's learning have improved as some progress has been made in this area. However, opportunities for children to progress may be somewhat limited as planning does not clearly evidence intended learning outcomes and how assessments and observations are used to move children on to the next steps in their development.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 1st April 2004. 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.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **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):

- review staff training needs to ensure that all staff working with children under 3 years have a sound knowledge of the 'Birth to three matters' framework.

##### **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):

- ensure all staff have appropriate knowledge of the Foundation Stage to enable them to further develop planning to include learning intentions linked to the stepping stones and early learning goals and ensure that observations and assessments are used to inform future planning of the next steps of children's individual educational programme.

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](http://www.ofsted.gov.uk)