



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 127060

DfES Number: 524278

INSPECTION DETAILS

Inspection Date 21/10/2003
Inspector Name Virginia Cooper

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bumble Bees Day Nursery
Setting Address 47 Station Road
 Paddock Wood
 Tonbridge
 Kent
 TN12 6AB

REGISTERED PROVIDER DETAILS

Name Mrs Angela Elaine Manser

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Bumble Bees Day Nursery was first registered in 1994.

It is privately owned and operates from a single storey building that has been adapted especially for the nursery. It is located in the centre of Paddock Wood, close to the main shopping centre.

There are currently 75 children from three months to five years on roll. This includes four funded three year olds and 13 funded four year olds. There are no children currently attending who have special needs or English as an additional language. Children attend on a part-time and full-time basis.

The group opens five days a week all year round. Sessions are from 8:00 to 18:00.

There are six rooms used by the children, two of these are specifically for the babies and the other rooms are arranged for different play experiences. There are toilet facilities, a kitchen and an office area.

The secluded garden provides a grassed play area and a soft safety surface that is used throughout the year for outdoor activities.

The staff are all qualified and most hold current first-aid certificates. The nursery operates a key worker system.

How good is the Day Care?

Bumble Bees Day Nursery is privately owned and provides good quality care for the children.

The accommodation is very well presented and welcoming. The babies are cared for separately in two rooms. Once children leave the baby area, they move between rooms to access different play experiences.

One room is specifically for messy play and is always prepared with sand, water and other messy, and art and craft activities. Another room is particularly used for role-play; there are a good variety of costumes for the children. There is a large garden that has a grassed and safety surface area that is used regularly for outside play.

The staff are well qualified and the nursery operate a key worker system. The staff are safety conscious and all safety equipment is in place.

Staff are skilled at nurturing the babies' emotional development. The babies are settled and relate well to their carers. The staff provide interesting activities for the children, the equipment is of very good quality. Children lack opportunities to handle quality books for enjoyment and to locate information but they are familiar with books through the stories that staff read to them. They enjoy listening to familiar stories and acting out this out with props. On occasions staff undertake activities that children can easily manage before allowing them time to try alone, for example cutting up their dinners.

Parents are provided with good quality information about the nursery. Staff exchange information with parents both verbally and via a contact book, they also record the children's development and parents are able to access these records at any time. When the owner wanted to introduce a new method of teaching that encourages large and fine motor skills she hired a hall and invited all parents to come and find out about this. There is a parent notice board and open evenings are held. Parents approach staff readily.

What has improved since the last inspection?

A member of staff has undertaken training about caring for children with special educational needs.

What is being done well?

- The staff are well qualified and encouraged by the owner to update their training and skills.
- The environment is welcoming and the equipment is of excellent quality and inviting for children.
- Children are interested in the activities provided for them. They ask staff lots of questions and hold stimulating conversations with staff and each other.
- The staff are safety conscious and all safety equipment is in place.
- There are good strategies in place to note and reward good behaviour.

An aspect of outstanding practice:

The staff have adopted an innovative method of teaching children large and fine motor skills to improve their handwriting. The children move to music and make marks on paper that results in good physical development and creative pictures

being produced.

What needs to be improved?

- the reviewing of some policies, procedures and records.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Consider how you can provide evidence that risk assessment checks are carried out each day
7	Ensure that written parental permission to administer medication is dated
14	Regularly review the policies and procedures and make any necessary changes required to ensure that they reflect current practice and are clear to parents and staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bumble Bees Day Nursery provides a welcoming environment with good quality equipment for the children, enabling them to make generally good progress towards the early learning goals.

The staff plan interesting activities that the children enjoy. They regularly assess and record the children's progress, however the plans are often for a group of children and do not relate sufficiently to children's individual learning needs. This results on occasions, to some children being insufficiently challenged. Physical development is a very strong area of the curriculum. The staff have adopted some innovative teaching methods that encourage physical skills that promote good handwriting. It will benefit the children to practice these writing skills in their play situations. The nursery lacks an inviting reading area where children can access good quality books. The books they can reach are limited. The room for messy play encourages lots of experimentation with a variety of materials and tools. Staff and children regularly hold interesting conversations, the children ask lots of questions.

Children have been provided with limited opportunities to learn about different cultures and beliefs of other people.

The owner of the nursery has appointed a manager but still takes overall responsibility. She employs qualified staff and makes sure they are clear about their roles and responsibilities.

An appraisal system is in place. Staff move between rooms throughout the day with their key group, this organisation of the environment is working well.

The partnership with parents is strong. Parents are provided with well-presented information about the nursery and their child's progress. They communicate verbally each day with their child's key worker and via a contact book.

There is a parent notice board and the staff hold open evenings. When the owner introduced 'Write Dance' a hall was hired and all parents were invited to come and learn about the methods of teaching.

What is being done well?

- The staff use some innovative teaching methods that encourage the physical skills that aid children's handwriting. The scheme uses music, is fun and the children thoroughly enjoy taking part.
- The equipment is of very good quality and this helps to make the learning environment stimulating and welcoming.
- The messy playroom is always prepared with varied activities that encourage exploration and investigation of different materials. The art and craft activities

are planned to provide lots of opportunities for children to use a variety of tools.

- The children are confident and regularly engage staff in conversation. They ask staff lots of questions and are keen to share their news and achievements with them.
- Parents are kept well informed about their children's time at the nursery and the progress they are making.

What needs to be improved?

- the opportunities for children to regularly handle good quality books for enjoyment and to locate information.
- the opportunities for children to attempt writing, using different formats within their play.
- the opportunities for children to learn about different cultures and beliefs of other people.
- the staff knowledge of how to effectively use the Curriculum guidance for the foundation stage. In particular how to use children's assessment records to plan activities that take account of what the child already knows and what they will benefit from learning next.
- the peripheral activities so that they are used to support the main learning theme.

What has improved since the last inspection?

All children with special needs are provided with an Individual Education Plan.

'Write Dance', a method of teaching that encourages good handwriting skills has been introduced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in their various activities. They are familiar with the routine and take responsibility when moving rooms and tidying up. They are keen to share their news and achievements with the staff and each other. They like to talk about their home life. Staff manage the children's behaviour well, the children are encouraged to be well mannered and show kindness to one another. Children are confident. On occasions staff undertake some tasks that children can easily manage alone.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Staff and children are often engaged in conversation. Staff make story time interesting by using props to illustrate the story. Most children can recognise their name and they are becoming familiar with letter sounds. Innovative teaching methods are used to encourage children's handwriting skills; unfortunately the opportunities to practice these skills in their play are limited. There is not an inviting area to regularly handle quality books for enjoyment and to locate information.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children count competently and they are given lots of opportunities to practice these skills. Staff regularly use positional language and encourage children to compare the size of objects. Staff introduce children to different shapes but rarely make reference to 3D shapes. There is interesting pattern making equipment available. Staff help children make very simple calculations but some children are insufficiently challenged mathematically and can easily manage more complex operations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

The messy playroom is always well prepared with varied activities that promote experimentation and investigation of different materials. The children are well practiced and competently use various hand held tools. Conversations between staff and children are interesting and stimulating. Children are able to use a computer and other technology. Opportunities to learn about different cultures and beliefs of other people is limited. Little reference is made to past events in topics.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children's physical development is very well supported. Innovative teaching methods are used to promote large and fine motor skills in a very creative way. Children move with confidence and safely. They are practiced at using hand held tools. There is equipment to promote their climbing and balancing skills. They are able to transfer their ideas into reality by manipulating malleable materials into objects. Staff educate children about healthy lifestyle choices.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have lots of opportunity to explore different materials. They often make models of their own choice. Most children know the different colours and they are becoming familiar with less common colours. The role-play area is well equipped and children use their imagination with ease, unfortunately staff rarely change how the area is presented to suggest new topics. The children enjoy singing songs and repeating familiar phrases from stories. Music and dance is regularly featured.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide children with an inviting and comfortable area where they can regularly handle good quality books for personal enjoyment and to locate information;
- provide children with the equipment to practice their emergent writing skills in play situations as well as formal learning sessions;
- ensure that the planning includes activities that will introduce children to different cultures and beliefs of other people;
- increase staff knowledge of how to use the Curriculum for the foundation stage;
- use the children's assessment records more effectively to plan activities that take account of their individual learning needs and relate more closely to the stepping stones.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.