



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 502325

DfES Number: 519514

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Frank William Kelly

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bees
Setting Address 21 Elson Road
 Formby
 Liverpool
 Merseyside
 L37 2EQ

REGISTERED PROVIDER DETAILS

Name Mrs Lynn Woodward

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

Busy Bees Day Nursery has been registered since 1993.

It operates from a converted detached property that has 5 play rooms. There is a fully enclosed outdoor play area. The setting serves the local area.

There are currently 57 children from 3 months to 4 years on roll. This includes 45 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of full and part time sessions. The setting currently supports a number of children with special needs. None speak English as an additional language.

The nursery opens 5 days a week, 51 weeks per year. Sessions are from 08:00 to 18:00. There are 16 staff that work with the children on a full and part time basis. There are 12 staff that have early years qualifications and 1 who is currently on a training programme.

The setting is has completed an Investors In People, Quality Assurance Award. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Busy Bees Day Nursery provides satisfactory care for the children.

The children are cared for in age and developmentally appropriate groups. They have good adult support; which helps the children to feel secure. The children arrive happily and separate confidently. There is an operational plan that includes many policies and procedures which support the staff to organise the care for the children. Some of this documentation is now out of date. The setting has a variety of toys and equipment to help the children play and progress; however access by the children is limited. The current storage systems and organisation of furniture does not always allow the children to make independent choices during their free play. Many of the resources reflect the diversity within today's society.

The setting has a series of policies and procedures for promoting the safe and healthy care for the children. Staff supervise the children well, and implement most procedures for helping the spread of infection appropriately. The daily risk assessments and cleaning schedules need to be formalised to ensure that they are consistently applied. There are good systems in place for supporting children's individual dietary needs. The staff are familiar with the procedures for child protection.

Staff have good relationships with the children. The children play happily and confidently within the setting. They relate well to the adults and their peers and enjoy talking about their experiences both within the setting and their home. Staff implement the procedures for encouraging the children's behaviour very well. The children are polite, well behaved, and share well throughout the nursery.

There is detailed information about the setting. Staff have friendly and relaxed relationships with parents. They share information formally and informally on a daily basis.

What has improved since the last inspection?

At the last inspection the setting was requested to take actions to develop organisation of the setting, address safety issues and develop policies and procedures.

Since then the setting has addressed the actions agreed by developing the operational plan to include key worker groups for the children and identifying individual personnel responsible for managing the baby unit on a daily basis. They have revised policies and procedures for child protection, behaviour management and complaints which are shared with the staff through the induction procedure.

The setting has taken actions to make the setting safer and more comfortable for the children by removing any plants considered potentially harmful, servicing the heating systems to ensure that appropriate temperatures are maintained throughout the year, and implemented an on going program for redecoration and maintenance of the premises.

What is being done well?

- The children are grouped appropriately and have good adult support. This helps the children to feel secure and confident in their environment. Staff attend to the babies individual eating and sleeping routines well.
- There are systems in place for sharing information both formally and informally. They encourage partnership and provide a good base where the children's individual needs can be met with care.
- The staff have formed good relationships with the children. They encourage the children's behaviour very well. The staff present the children with positive role models. The children have a clear understanding of the boundaries, are well behaved, respectful and share well.

- There is a very good selection of equipment to support outdoor play. Staff have a good understanding of how to help the children extend their coordination and control, when they are climbing, kicking, catching and operating the wheeled resources such as bikes and scooters. The children from an early age, receive good support and enjoy the many opportunities to practice and develop their physical skills when playing outside.

What needs to be improved?

- the documentation, with regards to the operational plan, cleaning schedules, and records of visitors
- daily risk assessments
- the organisation of furniture and resources
- the opportunities for children to make independent choices during their free play.

Outcome of the inspection

Satisfactory

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 |
|-----|--|
| 2 | Revise the operational plan to include more clarity about individual roles and responsibilities. |
| 5 | Revise the organisation of resources and furniture to provide children with opportunities to make independent choices and investigate during their play. Ensure that the furniture allows children to eat and play together. |
| 6 | Formalise systems for recording daily risk assessments. |
| 7 | Formalise cleaning schedules and monitoring systems to ensure that they are implemented. |
| 14 | Ensure that all records are maintained as required. |

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

How effective is the nursery education?

Busy Bees Nursery is acceptable but has some significant areas for improvement. Children's learning towards the Early Learning Goals is limited by some significant weaknesses in the provision. However, children's progress in Physical development is generally good.

Teaching has some significant weaknesses. Staff respond well to the children and greet them warmly on arrival. They use praise very well to boost the children's self esteem. Staff's limited knowledge of the Foundation Stage of learning hinders their ability to effectively plan, assess and record the children's progress towards the early learning goals. Staff are good role models of polite courteous behaviour and have realistic expectations of children's behaviour which they manage well. Children have little access to the good quality resources which limits their ability to independently select resources. Staff have an awareness of the Code of Practice for the Identification and Assessment of Special Educational Needs. However, the system in place to provide support is not effective.

Leadership and management has some significant weaknesses. There is a happy atmosphere in the nursery. Informal systems to monitor and evaluate the planning and provision of activities are ineffective. Staff are not making full use of practical activities and routines to promote children's development and learning. Useful planning documents, provided by the organisation are not consistently or appropriately implemented.

Parents and carers are warmly welcomed and are informed about their child's care through good daily informal sharing of information. Glossy and well published information packs provide good general information about the provision. Parents have good access to their child's progress book, however, little information about how their child has learned.

What is being done well?

- Children work well in groups. They sit quietly when appropriate and confidently take part in activities. They relate well to each other and to staff and speak confidently to known and unknown adults. Children behave well. Staff manage the children's behaviour well and encourage them to show care and concern for others.
- Staff plan and provide a stimulating range of outdoor activities. Outdoors, staff skilfully support children's spontaneous play. Children have good opportunities to climb and crawl through frames; throw, catch and kick large and small balls; negotiate pathways on wheeled toys and take part in good team activities such as balancing a ball on a parachute and relay obstacle courses. Children have a good sense of space and skilfully use a wide range of large and small equipment, in the garden, to develop their physical skills.

What needs to be improved?

- the learning environment so children can explore, experiment, plan and make choices and decisions for themselves
- staff's knowledge of planning and assessing practical activities which will promote and extend the children's learning
- children's opportunities to be creative; access and use materials and tools imaginatively and in their own way.

What has improved since the last inspection?

The setting has made satisfactory progress in addressing the two key issues from the last inspection. However, since the last inspection, the ownership of the nursery has changed and the present manager is not familiar with the last report, so there is no action plan, in place, to address the key issues. These relate to identifying staff deployment, during the wide range of activities, on the planning; and monitoring children's letter formation and offering further practice when the letters are not formed correctly.

Children practice, with good individual adult support, copying and writing letters and words every day on worksheets or in their workbooks. Many children write letters that are correctly formed. Children copy words and sentences to caption wall displays. However, aspects of this issue remain as children now have limited opportunities to practice mark making as part of their free activities.

Aspects of planning and staff deployment remain as a key issue. Children have limited access to resources and are no longer offered a wide range of activities on a daily basis. This hinders their opportunities to independently select resources to initiate and develop their own play and learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's choices, opportunities to work independently, initiate and develop their own play are limited by the poor organisation. Children have some good self help skills. They independently dress themselves, use the toilet and wash their hands. Children work well in groups. They are kind to each other, share toys and take turns fairly. They talk freely about their home and are developing respect for their own culture and beliefs and that of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's spoken language is developing very well. They are confident speakers and good listeners. Children know how to handle books appropriately, enjoy group story sessions and listen attentively. Poor access to resources limits children's ability to make marks for a purpose as part of their play. Children's emergent writing is well displayed. Many children write recognisable letters, with adult support, that are generally correctly formed.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children enjoy number rhymes. Children learn to recognise numerals on flash cards and work sheets. They have less opportunity to see numbers being used in everyday practical situations. Children have limited opportunities to use numbers for a purpose, extend their learning of addition and subtraction, compare groups of objects and to problem solve in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have a good sense of time and place. They talk confidently about their homes and families and enjoy sharing news. They learn about their own cultures and beliefs and that of others through planned discussions and activities. Children have few opportunities to explore, investigate and learn about everyday technology. Their opportunities to select tools to design, make and assemble using a range of materials is limited. Children build well using construction equipment such as Lego.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely, inside and outside, and are developing a good awareness of space. They climb up and down stairs safely. Children handle cutlery, pencils, glue sticks and construction equipment such as Lego with good control. Outdoors, children have very good adult support to use a very wide range of large and small equipment appropriately to develop their physical skills.

CREATIVE DEVELOPMENT

| | |
|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

Children frequently and enthusiastically sing a wide range of songs and rhymes. Younger children use their imagination well in small world play. Staff value children's drawings of their life experiences by displaying them attractively. Opportunities and resources for children to role play, explore materials, experience using all their senses and use their imagination in art and design are limited.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issues
- plan and resource a stimulating learning environment in which children's independence and creativity is fostered; materials and tools are accessible; and children are able to use their skills imaginatively and in their own way
- increase the staff's knowledge of planning and assessing practical activities which will promote and extend the children's learning.

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.