



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 123108

DfES Number: 500487

INSPECTION DETAILS

Inspection Date 17/03/2004
Inspector Name Michelle Smith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bee Nursery School
Setting Address 19 Lytton Grove
 Putney
 London
 SW15 2EZ

REGISTERED PROVIDER DETAILS

Name Mrs Lucy Lindsay

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 Bee Nursery School opened in 1987. It operates from 2 rooms in the T.A centre located in Putney. Busy Bee Nursery School serves the local community

There are currently 38 children aged from 2 under 5 years on roll. This includes 36 funded three year olds and 3 funded four year olds. Children attend a variety of sessions.

The nursery opens five days a week term times only. Sessions are from 9:15 to 15:15.

12 part time/full-time staff work with the children. Over half the staff have an early years qualification to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Busy Bee Nursery School provides good care for children.

The nursery offers a warm, welcoming and friendly environment for children and their families. Space and resources are well organised to meet children's needs. The deployment of staff, using a key worker system, leads to positive and consistent care for the children who are happy and settled. There is a clear, daily routine that provides free play and planned activities, both indoors and outside. Effective systems for security are in place including the safe arrival and collection of children. Staff encourage good hygiene routines.

Play activities and learning opportunities are provided that are suitable for each child's age and development. Emphasis is placed on developing and encouraging pre-school, language and social skills. There is a wide range of toys, books, resources and play materials that support the needs of children and offer opportunities for creative, imaginative, constructional, physical and social play. The

children are provided with a variety of play experiences that enhances the children overall development. The curriculum planning is well organised and shared well with the children via the staff. The children have access to resources and experiences that promote equal opportunity positively. Children are relaxed and happy and are warmly welcomed. They relate well to one another and the adults present. The staff are responsive to children's needs and involve themselves in their play and discussion using praise and encouragement.

The nursery aims to work in partnership with parents. Good communication is felt to be essential and there is a regular exchange of verbal information. Documentation is well organised, including policies and procedures.

What has improved since the last inspection?

At the last inspection, Busy Bees agreed to obtain public liability insurance and this has been completed and on display. Permission to seek emergency treatment has been obtained and listed in enrolment forms. A method is in place for recording incidents.

What is being done well?

- Resources continue to be developed that reflect positive images of culture, ethnicity, gender and disability. Positive attitudes are demonstrated towards caring for children with special needs
- Staff manage children's behaviour in a caring and consistent manner, giving clear boundaries and using suitable and age appropriate strategies. Children behave well and respond to the staff's requests and guidance. They are encouraged to share, take turns and tidy up after play activities.
- Staff aim to be friendly and approachable and build good relationships with parents.
- Curriculum planning is collaborated well.
- The learning experiences that are offered to the children are of a good standard and enhances their overall development.
- Team work is very effective and has a positive effect on the children and learning environment.

An aspect of outstanding practice:

Equal opportunities is emphasised throughout the nursery school and different cultures are investigated and shared positively with the children. The children are encouraged to share their personal life experiences within the group.

What needs to be improved?

- Recording of arrival and departure times of children and staff.

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
14	Make sure arrival and departure times of children and staff are recorded.

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

How effective is the nursery education?

Busy Bee Nursery offers very good quality education. It enables children to make very good progress towards the early learning goals.

Teaching is of a very high standard. Staff have an excellent understanding of the early learning goals, which results in very well planned activities. Children are engaged in activities which sustain their interest and which offer them sufficient challenge to increase their thinking and skills. The high quality of teaching provides a stimulating environment in which children make excellent progress, with activities that encourage children to learn in a holistic way. There is a high emphasis on children learning through play, and staff allow children lots of opportunities to explore and examine why things work, to create and design, and to use their imagination in drama, music and outside play.

Children's behaviour is excellent. They are confident and able to work on their own. Children enjoy learning about a range of cultures and beliefs. The staff bring numbers and letters into all areas of play, so that children can write for a variety of purposes and are encouraged in their mathematical thinking. The outside play area is used to great effect, with staff fully utilising the space and encouraging the children to extend, develop and initiate their own ideas for activities and play. Children who require additional support or extension are provided with a differentiated learning environment which is fully integrated. Children would benefit from exploring their local community more often.

The leadership of the setting is very effective. The manager encourages staff to undertake training and encourages staff to work well together and share ideas and planning. Staff provide verbal and written information every day for parents regarding the activities undertaken, as well as regular newsletters. Parents are welcome to take an active part in themes being covered. Staff could further improve the opportunities to meet with parents.

What is being done well?

- Teaching is of a very high standard. Staff provide a wide range of activities which are stimulating and which extend children sufficiently. Staff encourage children to explore and investigate, and set them challenges to encourage their thinking and ideas.
- Staff have an excellent awareness of the foundation curriculum and plan very effectively under each area of learning. They discuss children's individual progress and then differentiate the curriculum so that all children are fully extended and are given additional support if this is necessary.
- The manager encourages the staff to extend their knowledge and ensures staff work well together to share ideas and use observations of children to

inform planning. She works closely with the early years partnership, linking up with other providers to share information and ideas. She is keen to improve the nursery and is taking part in a quality initiative scheme.

- The children are very well behaved and are keen and eager to learn. They take great delight in undertaking activities and work well with one another. They choose resources independently and can initiate their own play and ideas.
- Children are encouraged to use their imagination and creativity and art, design, music and role play. They feel confident expressing their ideas, thoughts and feelings, playing co-operatively as part of a group to act out a narrative in drama, and moving with imagination and expression during music.
- The nursery planning fully encompasses the foundation curriculum ethos. It enables children to explore, examine and question through play. All areas of learning are fully integrated into activities, with staff extending children through the questions they ask and the way they set up activities. Staff make excellent use of the outside play area

What needs to be improved?

- communication with parents when notifying them of their child's progress
- use of the local community within planning

What has improved since the last inspection?

Four key issues were made at the last inspection, which have all been met. The improvement made by the nursery is very good.

1. develop planning further to include all areas of learning and to give a balance and overview of the whole curriculum. Ensure extension activities are included for children who progress quickly. Use assessments to inform planning.

Planning is now very effective, with staff using their assessments of children to inform planning and to extend children.

2. identify more opportunities for specific mathematical activity, especially patterns and problem solving.

Mathematics is encouraged in all areas of play and children are extended in their mathematical thinking and problem solving.

3. provide greater opportunities for children to choose freely from a selection of materials to develop creativity, skills and techniques.

A craft area is provided that is very well resourced, and which is freely available to children at all times. This encourages children's creative design making and encourage them to explore texture and techniques.

4. devise a prospectus which informs parents of the provision.

The nursery provide an information booklet and display a full range of policies and procedures for parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and motivated to learn. They move around the room and garden, selecting resources of their choosing and initiating their own play. They link up well with other children to enjoy role play activities, and seek support from staff when necessary. Children are very well behaved, being aware of the expectations of the group, taking turns and sharing. Their self care skills are good. They enjoy learning about other cultures and have a positive approach when trying new activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident when talking to each other. Staff extend children's vocabulary very well and encourage them to explore the meanings and sounds of words. Children use language very well in role play situations, and are able to link sounds to letters in a range of situations. Small group activities encourage children to retell narratives in sequence and to use their phonic knowledge to write simple words. Children enjoy listening to books and they attempt writing in all areas of play

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count confidently up to 20 and can link numerals to objects up to 10. More able children can say one more or one less than a given number. Staff bring numbers and counting into all areas of play. Children are encouraged in their mathematical thinking by being set challenges and when constructing with a purpose. Staff extend children's mathematical language so they are able to compare quantities, describe shape, size and position and recognise and recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff encourage children to examine and explore why things work, by experimenting with concepts such as sinking, floating, dissolving and magnetic force. Children learn about living things by planting seeds and examining life cycles. They design and make 2D and 3D objects, choosing appropriate resources and assembling appropriately. Programmable toys are used with confidence. Children are able to differentiate between past and present, talking about their families and significant events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children undertake yoga, dance and drama sessions, where they move with expression and confidence. They show co-ordination when balancing and manoeuvre toys and equipment around the garden with a good awareness of space and safety. Children's fine motor skills are encouraged as they use a range of tools to construct, draw, pour, thread and manipulate. They are aware of good hygiene and a recent project on 'themselves' encouraged them to develop an awareness of how their bodies work.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy accessing the craft area, where they create and design a range of 2D and 3D models on a large and small scale. They explore colours and textures, selecting appropriate resources to design in a creative way. They show great imagination during music and drama sessions, expressing and communicating their thoughts and feelings and acting out a story line. They enjoy singing and playing musical instruments, responding well to the rhythm of the music and exploring sound.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to improve communication with parents, by formalising opportunities for staff to notify parents of their child's progress
- consider making greater use of the local community, to enable children to explore the place where they live and find out about their local environment

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.