



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106922

DfES Number: 581092

INSPECTION DETAILS

Inspection Date 15/07/2004
Inspector Name Sue Davey

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bee Day Nursery
Setting Address 268 Wells Road
Knowle
Bristol
Avon
BS4 2PN

REGISTERED PROVIDER DETAILS

Name Mrs Yolande Parker

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 Day Nursery opened in 1979. It operates from a three-storey Victorian property on the Wells Road in Knowle, Bristol. Children have access to seven rooms plus associated facilities. There are also two outside play areas to the front and rear of the property. The families that use the provision come from a wide area throughout the city.

There are currently 48 children from 15 months to 4 years old on roll. This includes 15 funded 3-year-olds and 6 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The nursery opens from 08.00 to 17.30, Monday to Friday, all year round.

Nine part-time and full-time staff work directly with the children plus additional ancillary staff. Over half the staff have early years qualifications to level 3. The nursery receives support from a teacher.

How good is the Day Care?

Busy Bee Day Nursery provides good care for children and they are well looked after. The established and experienced staff team are very organised. The large and homely premises are bright, clean and well maintained. There are numerous displays of children's work and the well appointed outside area provides many activities. The extensive range of toys and equipment meets the needs of all children and is easily accessible. Documentation provides a sound framework for the day to day running of the nursery although some lacks the necessary detail.

Safety is given high priority and staff regularly check for potential hazards. There are good systems in place to minimise risks both indoors and outside. However, fire drills are not carried out on a regular basis. Children are carefully supervised and entry to the premises is monitored. Staff are vigilant about children's health and welfare. Good account is taken of individual needs. Clear records are kept regarding

accidents, administering medication and specific dietary needs. All meals are healthy, nutritious and freshly prepared on the premises. Staff are well aware of their responsibilities regarding child protection.

Children are divided into family groups with a consistent member of staff to lead them. Activities are planned for children across all ages and staff ensure that children have good access to a wide range of experiences. They know the children well and record their observations of significant achievement. Under three year olds are very well cared for. They are given plenty of freedom to choose activities and develop their own interests. Older children follow the Foundation Stage. Children are very well behaved in response to the staff's positive approach.

Staff build very good relationships with parents. They talk to them daily about their child's wellbeing and progress. The prospectus gives essential information about the setting and regular newsletters keeps parents informed of future events.

What has improved since the last inspection?

At the transitional inspection three actions were raised about documentation. These have all been addressed satisfactorily.

There is a separate file for each member of staff which contains all relevant information including contact details, references, copies of qualifications and evidence of suitable police clearance. A specific book is used to record all visitors to the nursery and information has been obtained regarding local procedures for dealing with suspected cases of child abuse.

What is being done well?

- All staff work effectively as a team throughout the nursery. They support each other and talk regularly to share ideas and their observations of the children.
- All children have free access to a wide range of activities indoors and outside. The outdoor areas are particularly well used as children have many opportunities to take indoor activities outside.
- Under three year olds receive excellent care. The experienced and consistent staff team, plus the regular routine, helps children to feel safe and secure. Staff observe their play and support and extend their ideas as appropriate.
- Children are very well behaved and they interact well with each other. Children of different ages are integrated at particular points in the day which helps them to appreciate each other's needs. Younger children look up to the older ones and try to follow their example. Older children are encouraged to be good role-models for the younger ones and they demonstrate patience and gentleness when playing together.
- Children receive a well balanced diet of healthy and nutritious food which reflects our multi-cultural society. Children with specific dietary needs are catered for. Meal times are a social occasion and staff sit with children to encourage conversation, good manners and independence.

What needs to be improved?

- the frequency of fire drills
- evidence that permission has been obtained from parents for the seeking of emergency treatment or advice.

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	Ensure regular fire drills are carried out with children and staff.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Busy Bee Day Nursery provides high quality nursery education overall and children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are highly motivated and work effectively as a team. They constantly observe the children and consequently have a very clear understanding of their individual developmental needs. Staff plan a wide range of activities to cover all areas of learning. However, there is scope to improve the system of recording plans. Staff are knowledgeable about how young children learn and they make good use of the resources both indoors and outside. They provide appropriate support and sufficient time for children to explore new and familiar materials. They respect children's differences and introduce them to variety of cultural experiences. Staff build very good relationships with children and they respond positively with good behaviour. Staff ask questions to make children think and they intervene sensitively to avoid frustration.

Leadership and management of the nursery are very good. The manager, deputy and senior staff provide excellent support for the whole team and they act as good role models. They effectively monitor the educational provision and identify areas for further improvement. Staff receive annual appraisals and they have good access to further training. New ideas are considered and implemented as appropriate.

The nursery's partnership with parents is very good. Parents are given clear information about the Foundation Stage and there are attractive displays to illustrate each area of learning. Staff talk to parents regularly about their child's development. They provide a collection of children's work and a written summary of their progress. Parents are invited to share their own observations of their child and comment on the assessment. They make contributions to the interest tables and sometimes share specific skills or insight into certain professions.

What is being done well?

- Children benefit from the interesting and stimulating outdoor environment where staff plan a wide range of activities across all areas of learning.
- Staff's knowledge of individual children ensures that they all receive appropriate attention and suitable activities to help them make good progress.
- There is good emphasis placed on free-play when children engage in self-chosen activities which are well supported by staff.
- The provision for music is excellent. Staff have received specific training in this area and they plan interesting sessions which encourage children to listen and respond to a range of musical styles.

- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.

What needs to be improved?

- the method of recording activity plans to more clearly show the learning intention and resulting evaluation
- storage and access to the wide range of fiction and non-fiction books.

What has improved since the last inspection?

Improvement since the last inspection is very good. At that time, with reference to the desirable learning outcomes, staff were asked to: (i) develop the education programme by giving more consideration to the planning of activities and deployment of staff; (ii) strengthen the provision of language and literacy; (iii) provide older children with more challenging opportunities to investigate and record their observations and (iv) implement plans to update the information given to parents.

(i) Staff have a very clear understanding of the six areas of learning and long term plans show an overview of the education programme. Effective management ensures that staff know where they are working and who with. Family Group leaders provide consistency for children. Staff discuss what children are expected to learn from the activities and how they will be grouped. They use their observations and assessment of children to adapt activities to meet the needs of individual children.

(ii) Staff provide a print-rich environment and all children are given good opportunities to learn the sounds and shape of letters especially those associated with their own name. Children clearly enjoy sharing books together and there are specific areas provided in each room. However, there is limited storage for the vast quantity of books and this restricts staff's access to them. With regard literacy development, older children regularly practise their writing skills in meaningful situations such as through role-play or making notices.

(iii) Children have good access to a wide variety of natural and man-made materials which they explore and investigate. In accordance with the early learning goals it is no longer considered appropriate to expect children of three and four years old to record their observations of investigation.

(iv) Staff now give parents very clear information about the Foundation Stage and how it is implemented within the nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enthusiastically participate in a wide range of activities. They confidently try new things and explore a variety of materials with interest. Children choose independently with who, what and where they will play. They show pride in their own achievements and persevere with a task asking for help if necessary. Children interact well with each other and are very well behaved. They understand the need to share and take turns. Most children can take care of their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate and confident speakers. They use descriptive language to explain their actions and share experiences of family events. They confidently ask and answer questions in group situations. Children listen attentively to stories being read as well as choosing books independently. They refer to books for information about specific topics. Children understand that print carries meaning. They 'write' in role-play by 'booking holidays' and many can read and write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematics is integrated into the daily routine and children have many opportunities to count, calculate and measure in meaningful situations. Children count accurately using one number name for each item. They join in with number songs and learn to add on and take away. Planned activities and supported play, teaches children to recognise and name two and three dimensional shapes. They measure themselves against a height chart and compare the lengths of various objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a wide range of materials and topics. They examine natural and man-made materials. They carefully plant and tend vegetables and flowers in the outside play-area. Children design and build with construction toys and recycled materials, making any necessary adjustments to achieve a desired effect. They demonstrate basic computer skills such as mouse control and following on-screen instructions. Children have a good concept of time and they can recall past events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are very active and staff encourage them to make good use of various types of equipment which help to develop their large and small muscles, dexterity balance and spatial awareness. For example, children climb, crawl, pedal wheeled toys, hop, jump and catch and throw balls. They manipulate small objects and squeeze, pinch and roll malleable materials. Children learn about the effects of exercise on their bodies and understand the need for good hygiene practises and keeping safe.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore freely with paint, collage materials and in role-play. They make observational representations of specific items such as paintings of a daisy and models of road markers. Children explore a wide range of percussion instruments. They learn to play a steady beat softly and loudly. They listen to various types of music and move expressively. Children engage in role-play acting out real and imagined experiences. They invent stories using small world figures or animals.

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:
- the system of recording plans to show more clearly the learning intention, process and final evaluation. Identify where necessary those children who need further challenges or additional help
- the storage and accessibility of the large stock of fiction and non-fiction books.

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.