



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 125069

DfES Number: 580804

### INSPECTION DETAILS

Inspection Date 09/03/2004  
Inspector Name Julie Washer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Busy Bees Day Nursery  
Setting Address Busy Bees Day Nursery  
16 Thorley Neighbourhood Centre  
Bishop's Stortford  
Hertfordshire  
CM23 4EG

### REGISTERED PROVIDER DETAILS

Name Busy Bees 3895685

### ORGANISATION DETAILS

Name Busy Bees  
Address The Rom Building, Eastern Avenue  
Lichfield  
Staffordshire  
WS13 6RN

## 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 opened in 1995. It operates from 7 rooms in Thorley Park in Bishop Stortford. The nursery serves the local and wider area.

There are currently 99 children from 3 months to under 5 years on roll. This includes 14 funded three year olds and 5 funded 4 year olds. 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. The group opens 5 days a week all year round. Sessions are from 07:30 until 18:30.

There are 20 staff working with the children. Over half have early years qualifications. One member of staff is currently working towards a recognised early years qualification. The setting receives support from an early years teacher.

### How good is the Day Care?

Busy Bees Day Nursery provides good care for children.

The children are well cared for by qualified staff who have a range of experience and skills. The management team are currently seeking advice about training programmes.

Space is used well. Each room has easily accessible resources so that children can make decisions about their play and operate independently. The environment is very warm and welcoming. It is clean and well maintained and lots of the children's work is displayed around the nursery. Resources are used well, although the manager is aware of the need to develop the role play areas and review the outside play equipment. All required documentation is in place.

Children are developing sound hygiene procedures such as hand washing before eating, and staff act in the children's best interests if they are ill. Children are encouraged to develop good table manners and independence at snack and meal times, as they lay the table and pour their own drinks. Staff are aware of children's

individual dietary needs and provide them with a varied menu and regular healthy snacks.

Staff have appropriate training relating to child protection and some staff have attended advanced training.

Children are involved in a varied range of activities which promote learning in all areas of their development. Children and babies are very happy and settled and staff develop good relationships with them. They know the children well and are able to offer appropriate care and support. Children's behaviour is very good and they respond appropriately to the staff's clear guidance and praise.

The partnership with parents is strong. Parents are warmly welcomed by friendly and approachable staff who chat informally with parents about their children's progress and provide them with written information about their routines. They are provided with very good information about the setting.

#### **What has improved since the last inspection?**

All actions from the previous inspection have been addressed. Registers can be used in an emergency. Resources are readily accessible to the children and there is one toilet with a door in each bathroom area which respects the dignity and privacy of children. Sufficient toys and play materials are available and there is a designated person for child protection who has attended relevant training.

#### **What is being done well?**

- Children and babies are very happy and settled. Staff know the children well and can meet all their individual needs.
- The nursery environment is very warm, welcoming, bright and cheerful and well maintained.
- Sound safety procedures are in place. A daily risk assessment of the outside area is checked and signed by staff. Visitors are shown the fire escape routes upon entering the building.
- Staff have high expectations of children's behaviour. Children are supported well by staff who give frequent praise and encouragement.
- Close links with parents are evident. They are given very good information about the setting which includes very detailed newsletters including topics and songs that the children are learning. Parents give positive comments about the nursery both verbally and in the written questionnaires.

#### **What needs to be improved?**

- staff training
- the role play areas

- the outside play equipment

### 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
1	Ensure the PIC achieves a level 3 qualification as required by the National Standards.
3	Develop the role play areas to make them more interesting and stimulating to encourage children to use their imagination in their play situations.
5	Review the outside play equipment to enable the older and more able children to be sufficiently challenged.

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

### How effective is the nursery education?

The provision for nursery education at Busy Bees Day Nursery is good. Children are making very good progress towards the early learning goals in personal social and emotional development and generally good progress in the other five areas of learning.

Teaching is generally good. Staff plan and deliver a well thought out range of activities which are stimulating and fun and promote development in all areas of learning. Children are able to select resources for themselves and work independently. Staff have an awareness of the early learning goals and are developing their understanding through further training. Staff interact positively with the children; they talk sensitively, calmly and respectfully to them. Behaviour is very good and staff praise and encourage children on their achievements. A new system for tracking children's progress has just been implemented. Written plans need further development to include learning intentions and staff need to make sure that they use the assessments and observations to plan for the next stages of the children's learning. Support is in place for children with special needs and who speak English as an additional language.

Leadership and management is generally good. The nursery team work well together and are aware of their roles and responsibilities. They share a commitment to improvement through on-going training. The management team continually monitor and evaluate the setting through monthly audits. An annual appraisal system is in place and staff attend supervision meetings every six weeks.

The partnership with parents is very good. They are provided with detailed information about the nursery through newsletters, notice boards, the prospectus and policies and procedures. They are invited to attend parent evenings and they regularly share information about their child's progress. Parents are made welcome and state that they are happy with the 'brilliant care the staff provide'.

### What is being done well?

- Children's personal, social and emotional development is fostered effectively. Children are confident and keen to learn. They show good concentration skills and the ability to complete tasks, particularly those they have chosen themselves. Children work co-operatively together, they share and take turns.
- Staff are skilful at encouraging the children to develop their independence skills. They lay the table at lunch, give out cups, are encouraged to pour their own drinks and are able to select resources for themselves and work independently.
- Staff plan and provide a well thought out range of interesting and stimulating activities. They are committed to providing good quality care and education

for the children.

- Behaviour is very good and children are frequently praised and encouraged.
- Children learn about the local environment in a meaningful way. They go on local visits and welcome visitors to the group. The nursery children enjoyed learning about going to the dentist when they were photographed and included in a book about their local dentist.
- The nursery is very warm and welcoming to children and their parents. Staff have close links with parents and carers.

#### **What needs to be improved?**

- staff's training needs, to ensure they receive appropriate training for the Foundation Stage
- the provision and experiences which challenge children particularly within the programmes for communication, language and literacy and mathematical development
- procedures to develop short term planning to include learning intentions linked to the stepping stones and early learning goals and make sure observations and assessments are used to inform future planning of the next steps of the children's' individual educational programme.

#### **What has improved since the last inspection?**

The setting has made very good progress since the last inspection. There was one key issue for action.

Provide more planned activities to enable the children to explore their local environment and the purpose of some of its features.

When staffing allows, children visit the local environment in small groups. They collect Autumn leaves, buy fruit, vegetables and cooking ingredients and have been visited by the fire brigade and a dentist.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and interested and motivated to learn. They are able to share and take turns and behave very well. Children are becoming independent and in control of their own learning by choosing resources and activities. They learn about the wider world through celebrating festivals and they develop a good sense of the local community through visits and visitors to the group. They enjoyed helping to make a children's book about a visit to the local dentist.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and respond well to instructions, stories and information. Children are confident speakers and engage easily in conversation with other children and adults. There are many opportunities to handle books and to develop language for thinking and understand that print carries meaning. There is limited evidence of linking sounds to letters through every day routines. Children practise writing for a variety of purposes as they write about their experiences and in Mother's Day cards.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy singing number rhymes and songs. They learn about numbers as they use flash cards and when they count during their French lessons. Children count and put numbers in the correct order and learn about patterns as they discuss Scottish kilts. They make patterns in the sand and learn about different shapes as they use the computer programme. They calculate how many chairs they need for lunch. However, there is limited evidence of children calculating through planned activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through topic work children learn about different kinds of animals and learn that living things live in a variety of habitats. They use the globe of the world to find out where animals live and explore change as they cook biscuits. Children talk about past and present events in their lives. They celebrate a variety of festivals and learn a wide range of French words. However, there is insufficient opportunities for children to freely practise their designing and making skills.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and show an awareness of space for themselves and others. Through topic work, children learn about their bodies and talk about foods that are good for them. They develop and refine their physical skills using a variety of small and large equipment. However, the range of outside equipment for the older and more able children requires reviewing to provide more challenge.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children experience colour and texture through a range of planned art and craft activities such as finger painting, bubble painting, mixing paints and feet printing. They enjoy singing familiar songs and rhymes, joining in with appropriate actions. Children use musical instruments and explore loud, quiet, high and low sounds. They use their imagination as they act out their nativity play. There are limited opportunities for children to express their ideas, freely choosing their own materials.

**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**

- Review staff's training needs, to ensure they receive appropriate training for the Foundation Stage.
- Review the provision and experiences which challenge children particularly within the programmes for communication, language and literacy and mathematical development.
- Develop short term planning to include learning intentions linked to the stepping stones and early learning goals and make sure observations and assessments are used to inform future planning of the next steps of the children's individual educational programme.

*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.*