



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 123976

DfES Number: 580808

### INSPECTION DETAILS

Inspection Date 24/02/2004  
Inspector Name Julie Washer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Busy Bees Day Nursery  
Setting Address Pindar Lodge  
Hartham Park, Port Hill  
Hertford  
Hertfordshire

### REGISTERED PROVIDER DETAILS

Name Busy Bees Childcare Ltd 3895685

### ORGANISATION DETAILS

Name Busy Bees Childcare Ltd  
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 1994. It operates from 2 floors of a large building and is situated in the surroundings of Hartham Park, close to Hertford town centre. The nursery serves the local and wider area.

There are currently 83 children from 3 months to 5 years on roll. This includes 7 funded 3 years olds and 3 funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and 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 16 members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification.

### How good is the Day Care?

Busy Bees Day Nursery provides good care for children.

Staff are effectively deployed to ensure that all children are well cared for. Staff make good use of the available space and provide a warm and welcoming environment for the children. Wall displays are bright and effective. Over half the staff have appropriate childcare qualifications and management is currently reviewing staff training. All of the documentation is in place which meets the requirements of the National Standards.

Staff provide a safe and secure environment for the children. They have a very good awareness of health and safety issues and management is aware to make the bathroom windows safe. Children are developing good hygiene skills. They wash their hands before eating and staff act in the children's best interests if they are ill. Children are provided with a range of healthy meals and snacks and staff are aware of any dietary requirements. There are systems in place to provide support for

children who have special needs and for children who speak English as an additional language.

The children benefit from a range of stimulating planned activities which enables them to make good all round progress. However, the organisation of activities is being reviewed so that children can make choices about their play and operate independently. The staff are friendly and caring, they speak to the children respectfully, consistently giving them lots of praise and encouragement. Children respond well to routines and understand the need to share and take turns. Staff know the children well and are aware of their individual needs. The arrangements for meeting babies care needs are good.

The staff have developed strong links with parents. They are made welcome and are encouraged to be involved in their children's learning. Parents receive regular information about the setting and are kept up to date with details of topics and events.

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

All actions from the previous inspection have been addressed. Managers have a good understanding of vetting procedures, most safety precautions are in place, the range of toys and play materials have been extended, a named member of staff is responsible for behaviour management and all required documentation is in place.

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

- Senior management has a sound knowledge of recruitment procedures.
- The staff are friendly, caring and committed to providing a secure learning environment for children. They provide and plan a wide range of interesting and stimulating activities across all areas of learning.
- The nursery is warm and welcoming, bright and cheerful.
- Wall displays are dynamic throughout the nursery. They portray the children's own work and reflect diversity.
- Parents are valued and kept well informed about their child's time at the nursery through newsletters, notice boards, daily information sheets and policies and procedures. They make positive comments about the nursery both verbally and in the written questionnaires.

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

- staff training, relating to first aid and child protection
- the organisation of activities
- safety procedures, relating to the bathroom windows.

**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
2	Develop and implement an action plan detailing how at least one member of staff with a current 12 hour first aid certificate will be on the premises or on outings at any one time and ensure designated staff have suitable training relating to child protection.
3	Review the organisation of activities, so that children can make choices about their play and operate independently.
6	Ensure hazards to children on the premises both inside and outside are minimised. ( this refers to making the bathroom windows safe.)

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

### How effective is the nursery education?

The provision for nursery education is good. Children are making very good progress towards the early learning goals in four areas of learning and generally good progress in personal, social and emotional and creative development.

Teaching is generally good with many good features. Staff have a sound knowledge of the Foundation Stage. They plan and deliver a well thought out and wide range of activities which are stimulating and fun, and promote development in all areas of learning. Staff interact sensitively with the children to foster self confidence. They praise and encourage the children and behaviour is very good. Staff are in the process of implementing a new system for tracking children's progress. Written plans need further development to ensure that they contain sufficient details 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. Staff share the planning and delivery of activities. The deputy has been acting as manager for the last year and has worked hard to identify strengths and weaknesses within the setting. The nursery team work well together and are aware of their roles and responsibilities. An annual appraisal system is in place and staff attend supervision meetings every eight weeks.

The partnership with parents is very good. They are made welcome and given information about the group and its activities. Parents state that their children are eager to attend, make good progress and that the staff offer very good care. They are given good quality information about the nursery through information packs, newsletters, notice boards, key workers and policies and procedures. Parents are encouraged to be involved in their children's learning and some children are reading simple books and these are taken home and shared.

### What is being done well?

- Children are developing good language, literacy and communication skills, extending their vocabulary and interacting effectively with one another and adults around them. They learn letter sounds and how these link to form words. They use books for pleasure and to find information on topics.
- Children's mathematical skills are developing well. They recognise some numerals and practise counting during everyday routines such as registration and snack time. They confidently use numbers in their play, use mathematical and comparative language in practical activities and are able to recognise shapes such as a trapezium.
- Children are caring, considerate and well behaved. they form good

relationships with staff and one another, enabling them to develop confidence and self esteem.

- The range of festivals and events celebrated is broad and imaginative. Children participate in making pancakes, and celebrate Divali, Chinese New Year, Christmas and Easter.

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

- the presentation of written plans, to ensure that they contain sufficient detail for staff to know what children are expected to learn, using observations and assessments so that they are used to plan the next stages of learning for individual children
- organisation of activities to allow children to make choices about their play and operate independently.

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

The setting has made generally good progress since the last inspection. There were two key issues for action.

Develop a planning system which ensures that all elements of each of the six areas of learning are promoted, giving the required priority to personal and social development, to language and literacy and to mathematics and that the frequency, with which different aspects of the learning outcomes are promoted, is monitored.

Staff have been working hard with the planning for the six areas of learning. However, plans need further development to include learning intentions and to ensure they are linked to the stepping stones, to identify what stage the children are at with their learning and how to plan the next steps.

Provide and make regularly available, a wider range of resources, games and equipment for mathematics and the science aspects of knowledge and understanding of the world, so that children can initiate learning situations and can experiment and explore.

A wider range of equipment has been purchased in all of these areas to encourage exploration. Mathematics, science and knowledge and understanding of the world have also been incorporated into the monthly planning. Interest tables and display boards and areas also have helped to ensure the children can experiment and explore.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing confidence, they concentrate well and have a good understanding of routines. They are aware of their own needs and feelings, show sensitivity towards others and behave very well. Children are developing some independence skills. However, there are few opportunities for children to select resources for themselves and operate independently. They are aware of cultural diversity and they enjoy celebrating festivals both traditional and world wide through craft activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are developed as they play and work. They interact with one another and discuss both real and imaginary events, using a wide vocabulary. Letter sounds are taught in a fun way and children learn about initial sounds of words. Children are beginning to form letters and many write their own names confidently and correctly. There is a broad range of books including big books which are used for pleasure and also to support the different topics.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Counting and recognition of numerals is taught at registration and snack times, supported by table top equipment such as a clock and number games. Children use numbers as they play, they dial 999 on the telephone in the role play hospital. They use mathematical and comparative language in practical activities such as sand and water play. Children are able to recognise shapes such as hexagon, trapezium and diamond. Staff use meaningful language to help children develop early mathematical thinking.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things such as spiders and observing their cress seeds. They design and make models using junk materials as they make fire engine vehicles as part of the current topic. Children use the computer to extend their learning and other items of everyday technology in their play. They talk about the seasons, the environment and the weather such as the snow and how it affects them. Children are developing an awareness of time as they sing about the days of the week.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children use a range of small and large equipment, moving confidently and showing an awareness of space, such as making a line, sitting on the carpet and forming a circle. They travel through obstacle courses as they participate in their pancake race. Children enjoy music and movement sessions and are aware of the effects of exercise on their bodies. Hand-eye co-ordination and fine motor control is developing using a range of tools to cut, spread, mix, cook and make marks as they play.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore colour as they paint and print to create topic related work, however, few opportunities are provided for children to express their ideas, freely choosing their own materials and tools. They enjoy music and movement sessions which are lively and fun. Children develop role play situations and use small world items to express their imagination as they play in the imaginary hospital. They use their senses as they taste and smell different foods and in their cooking activities.

**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 the presentation of written plans, particularly short term plans, to make clear what children are expected to learn and show how activities can be adapted for children's differing abilities. Ensure that observations and assessments are used to identify and plan for the next stages of children's individual learning.
- Review the organisation of activities to allow children to make choices about their play and operate independently.

*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.*