



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 123546

DfES Number: 521204

### INSPECTION DETAILS

Inspection Date 10/02/2004  
Inspector Name Julie Washer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Busy Bees Day Nursery  
Setting Address 52 Bernard Street  
St. Albans  
Hertfordshire  
AL3 5QN

### 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 1991. It operates from a purpose built building and is situated to the rear of Bernard Street in St.Albans. The nursery serves the local area.

There are currently 78 children aged under 5 years on roll. This includes 5 funded 3 year

olds and 4 funded 4 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 07:15 until 18:45.

There are 21 members of staff working with the children. Nine have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. A qualified teacher works with the funded 3 and 4 year olds.

### How good is the Day Care?

Busy Bees Day Nursery provides good care for children. Staff provide a warm, welcoming, bright and cheerful environment for children and parents. They are well cared for and their individual needs are understood by staff who are able to offer appropriate care and support. All of the necessary documentation is in place and meets the current requirements.

Good safety procedures are in place. The operational plan includes induction procedures and staff appraisals which identify training needs. Staff are committed to further training and management are currently reviewing their training requirements. Most procedures for promoting the children's health are in place although the nursery is aware of developing the children's personal routines with regard to hand

washing. Sleeping babies are closely monitored by regular staff checks and the arrangements for meeting babies care needs are good. A daily information sheet is used and shared with parents.

Children benefit from an interesting range of activities and play opportunities which support their language, mathematical thinking, imagination and creativity. Staff interact positively with the children and enhance their play and learning. The management are aware of the need to extend the range of books and review the storage of toys and equipment so that children can operate independently.

Partnership with parents is effective. Parents are warmly greeted and have opportunities to chat informally with staff each day. They are provided with good quality information about the provision and kept well informed of their child's progress. The manager carries out a monthly audit which enables parents to comment and make suggestions about the setting.

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

At the last inspection the setting agreed to ensure there are sufficient age appropriate resources provided for outside play. Stepping stones, stilts, bats, balls, hoops, bikes, a coupe car and 2 dolls prams have been provided, although there is limited play equipment to challenge the older and more able children.

The setting also agreed to maintain an accurate record of the children's and staff's daily attendance to include the times of arrival and departure. A system is in place which meets this requirement.

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

- Children are involved in an interesting range of activities which helps them to make progress in all areas of their development.
- Children are confident and secure and are supported well by staff who respond to their individual needs.
- The nursery environment is bright and cheerful with children's work displayed.
- Close links with parents are evident. The nursery staff share information daily about the children.
- All documentation is in place which meets the requirements of the National Standards. Records are accessible, stored securely and confidentiality is maintained.

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

- staff training and qualification requirements
- the range of books and the storage of toys and equipment

- hygiene practices, regarding hand washing.

### 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 an action plan that sets out how staff training and qualification requirements will be met with regard to behaviour management and child protection training and how the deputy will update and achieve a level 3 qualification.
5	Extend the range of books to meet the needs of children aged 0 to 5 years and ensure the children are encouraged to take care of them. Review the storage of toys and equipment to enable children to access them independently.
7	Ensure good hygiene practices are in place regarding hand washing.

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

### How effective is the nursery education?

The provision for Busy Bees Day Nursery is good. Children are making generally good progress in five areas of learning and very good progress in mathematical development.

The quality of teaching is generally good with some strong features. Staff have a sound knowledge of the early learning goals which enables them to deliver a range of activities which promotes development in all areas of learning. However, planning needs reviewing to include activities before and after structured sessions with the teacher. The assessment and observation system is being reviewed to inform future planning of the next steps in the children's learning programme. New tracking books relating to the stepping stones and early learning goals are being introduced. Staff interact with the children to promote confidence and praise and encouragement are freely used.

Leadership and management is generally good. An annual appraisal system is in place and staff attend supervision meetings every eight weeks. Staff work well together as a team and have a positive working relationship. They share a commitment to improvement through

on-going training and management regularly monitor the provision to ensure the setting is continually evaluating and reviewing their practice.

Partnership with parents is very good. They are provided with good quality information about the setting through parent information packs, newsletters, notice boards, key workers and policies and procedures. Parents views on the nursery are encouraged which enables them to make suggestions concerning the children's play and learning. They are invited to attend parent evenings and they regularly share information about their child's progress.

### What is being done well?

- Everyday maths is included at all opportunities. Children recognise and name numerals and use simple addition and subtraction in practical activities.
- Staff extend children's vocabulary and explore the meaning and sounds of words. They describe Autumn leaves as 'crisp' and 'crunchy', and rain that 'trickles' down the window.
- Topics are well planned and presented to offer stimulating and exciting learning for children. They enthusiastically re-call what they have learnt and talk about things they have made.

### What needs to be improved?

- the use of assessments and observations, so that they are used to plan the next stages of learning for individual children
- access to resources to give children a greater choice
- the range of creative materials and technological toys and equipment.

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

Improvement since the last inspection is limited. There were two key issues for action.

Review access to resources so that children have a greater choice. Provide a wider range of creative materials for children to choose from and increase the range of technological toys and equipment.

Children do not have a wide choice of resources. Most equipment is stored at a high level and there are few creative activities available except for structured activities. There are limited opportunities for children to access creative resources freely and there are insufficient technological toys and equipment on offer. Staff are reviewing the organisation of resources so that children can make choices about their play and operate independently.

Use assessment to help inform future planning for children who learn quickly.

The assessment and observation system is in the process of being reviewed and remains a key issue.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and have a clear understanding of routines. They have effective concentration skills and can sit and listen to stories. They make friends and play co-operatively together. Children are introduced to the wider world through trips and visitors such as a librarian, the fire brigade and a guide dog. Some opportunities to develop independence are missed during lunch and snack times and the organisation of resources does not allow children to operate independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to and respond well to instructions, stories and information. They talk about their home life and experiences such as travelling by air and holidays in Spain. Children are beginning to form letters and practise writing their names as well as writing for other purposes, such as making a passport and sending letters to Father Christmas. There are few opportunities for children to practise their mark making skills in free play and to use books for information.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff give children every opportunity to use numbers and learn the concept of counting within daily activities. They challenge them to solve simple mathematical problems through activities that enable them to sort and match by position, shape, size or quantity. Children are able to recognise shapes such as a hexagon, oval and octagon and they can recreate simple patterns when threading beads. Staff use meaningful language to help children to develop their early mathematical thinking.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about living things as they watch bulbs grow and discuss new life at Spring time. They use their senses to explore materials in practical activities and topic work when they investigate wind on feathers and floaty materials. They develop a sense of time as they learn about family trees and listen to Grandma's childhood experiences. There are limited technological toys and equipment and insufficient evidence of children learning about different cultures and beliefs.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children have the opportunity to develop and refine their physical skills using a range of small and large equipment. However, there is limited play equipment outside to challenge the older children and few opportunities for them to learn about health and bodily awareness. They enjoy movement sessions when they dance to floating music, move as if being blown in the wind and riding on an imaginary carpet. Children develop fine motor skills using dough, mark making equipment and printing materials.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore colour and texture through a range of guided art and craft activities including bubble painting, junk models, bird mobiles and collage work. However, there are limited opportunities for them to express their ideas, freely choosing their own materials and equipment. Children enjoy singing songs and rhymes and playing musical instruments. They use their imagination in discussions, dance and stories and use their senses to recognise the smells and taste of Christmas foods.

**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**

- ensure assessments and observations are used to identify and plan for the next stages of children's learning
- continue to review access to resources so that children have a greater choice
- provide a wider range of creative materials for children to choose from and increase the range of technological toys and equipment.

*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.*