



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY255387

DfES Number: 516472

INSPECTION DETAILS

Inspection Date 08/12/2004
Inspector Name Julie Biddle

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bees at the Hoover
Setting Address Hoover Building, 34-38 Bideford Avenue
Greenford
Middlesex
UB6 8DF

REGISTERED PROVIDER DETAILS

Name Busy Bees Holdings Limited 2372388

ORGANISATION DETAILS

Name Busy Bees Holdings Limited
Address St Matthews
Shftsbury Drive
Off Sister Dora Road
Burntwood Staffordshire
WS7 9QD

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 Nursery opened in 1990.

The nursery is part of a nationwide chain and is managed from the head office in Staffordshire.

It operates from a converted building, children are situated in separate rooms according to their age groups. A kitchen and laundry are on site.

There is a safe secure garden available for outside play.

There are currently 41 children on roll, this includes funded 3 and 4 year olds. Children attend for a variety of sessions.

The setting currently supports children with special needs.

The setting is open all year, sessions are from 08.00 until 18.00.

There are 24 staff which includes a nursery manager, deputy manager, cooks, cleaners and four cover staff.

Over half of the staff have early years qualifications to NVQ level 2 or 3 and two members of staff are undertaking childcare training.

The setting receives support from a teacher from the Early Years and Childcare Partnership.

How good is the Day Care?

Busy Bees Nursery provides good care for children.

The setting is well staffed with staff holding relevant childcare qualifications, the manager has a commitment to further training and encouraging staff to access

training.

The staff have an understanding of ensuring the children's safety both inside and outside the nursery. Staffing levels ensure children are effectively supervised at all times.

Staff have a good understanding of health and hygiene practices within the nursery environment to prevent the spread of infection. All staff have current first aid training.

Plans ensure children have opportunities to access a range of resources and play equipment that are stimulating and fun, however the book corners are not used to their full potential.

The range of activities provided offer an appropriate level of challenge to children and encourage independence. Effective procedures are in place to ensure the individual needs of the child are recorded and met.

Staff are focussed and interested in working directly with the children. Positive interaction with children was evident throughout the setting.

Policies and procedures are thorough, and consistently applied throughout the setting.

A range of resources and activities are aimed at promoting positive images of culture, gender, religion and disability.

Staff have food hygiene qualifications, food prepared on site is varied nutritious and meets the dietary needs of all the children.

Manager and staff have a positive attitude to caring for children with special needs.

Manager and staff are consistent when managing children's behaviour, all children are praised. Parents are included in issues regarding behaviour management.

Parents receive good information about the setting and their children progress. They are actively encouraged to take part in nursery activities.

What has improved since the last inspection?

N/A

What is being done well?

- Staff plan and evaluate activities that are stimulating, fun and suitable for the various ages in the setting.
- Children are happy and confident in the setting.
- Hygiene practices in place prevent the spread of infection.
- Parents are included and encouraged to be part of the life of the nursery.

- The behaviour policy is appropriate for the ages in the setting, staff are consistent with children giving lots of praise.

What needs to be improved?

- the furniture and resources in the book corners.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

No complaints to report.

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
5	Ensure that suitable furniture and equipment is available in the book corners to allow children to enjoy using the area to it's full potential.

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

How effective is the nursery education?

The education programme offered at Busy Bees Nursery is very good and of high quality.

The funded children are part of a group of sixteen three to five year olds, they are accommodated in Yellow room and work with two key staff. Children are confident, motivated, enthusiastic learners who persist at a broad range of planned experiences and activities they choose themselves. Children develop warm and respectful relationships with staff and peers, which creates a positive learning environment. Children make very good progress in all areas.

The quality of teaching is very good, adults have created a rich and stimulating environment. Staff have a very good understanding of the foundation stage, they provide interesting activities and make good use of impromptu situations to promote learning in the six key areas. A wide range of teaching and questioning techniques are used to successfully extend each child's thinking and learning. Planning is effective in practice for activities and the use of the outdoor area.

The leadership and management of the group is very good, it is supported by effective management and communication systems. A strong commitment to provide high quality care and education is shared by staff and evident in practice. Staff are valued and the strong commitment to professional development ensures adults knowledge and understanding are constantly updated which promotes good teaching. The staff are well deployed to ensure children receive ample attention and support, the team work well together.

Partnership with parents is very good. Parents have access to good information about the setting and the curriculum. Regular exchanges of information ensure staff and parents are well informed about children which leads to positive learning experiences for individual children. Parents speak highly about the setting, the staff team, good communication with key workers and the good progress their children make.

What is being done well?

- The leadership and management of the setting is very good. There is a clear ethos to provide high quality care and education, which is shared by staff. Good early years practice is encouraged throughout the setting. Good quality teaching is promoted by the commitment to professional development and regular access to training to ensure staff continue to develop their skills and knowledge.
- Staff working with funded children have a very good understanding of the foundation stage, early learning goals and underpinning stepping stones. As the staff are aware of the skills and attitudes children are expected to develop

they are able to make good use of everyday situations to enhance learning.

- Children have very good opportunities for exploring imaginative play. Adults provide rich, attractive and well-resourced imaginative areas. These change over time to stimulate children's interest in a wide range of topics. Children enthusiastically explore and negotiate their ideas with peers, they develop and act out storylines based on familiar and fantasy situations and staff skilfully extend these ideas without directing the play.
- Children are making good progress in developing written skills. Children have a strong understanding that print carries meaning which is reinforced as they write about themselves and what they have been doing at home or nursery, complete handwriting books and record their scientific experiments. Staff reinforce the links between sounds and letters. Many of the funded children are beginning to write recognisable letters independently.
- The group works very well in partnership with parents. Relationships and communication are good. Parents and staff share what they know about children, which helps to plan the next steps in individual development and creates a positive learning experience for each child.

What needs to be improved?

- There are no significant weaknesses to report, however, consideration should be given to improving the following;
- Developing the book area to attract children and encourage them to read a wide range of materials independently and in a comfortable area
- Providing resources and opportunities to enable children to explore and investigate information technology, electronic items and everyday objects to find out how things work.

What has improved since the last inspection?

Four key weaknesses were highlighted at the previous inspection, a comprehensive and effective action plan was put into place and each of these areas has been addressed.

The first key point was to improve staff knowledge of the early learning goals. Staff working with funded children now have a very good knowledge of the foundation stage, the early learning goals and the underpinning stepping stones which enables them to implement an appropriate curriculum and children make very good progress in each of the six learning areas.

Secondly, improvements were required to the organisation of time and space for taught physical skills. The garden is organised into distinct areas and outdoor activity is well planned to offer variety and enable children to develop a wide range of physical skills. Funded children also have sole use of the garden at times which gives them opportunities to enjoy vigorous play.

The third key issue was to develop reading and writing skills, allowing children to see adults write for purpose. Children see adults write regularly, explore writing themselves through structured activities as they complete "myself" and handwriting books, children make good progress in developing written skills and attempt to write independently. They handle books competently and are aware that print and pictures carry meaning.

The fourth point was to organise assessments to clearly show progress through the stepping stones and towards the early learning goals. Staff now complete tracker books which clearly show children's progress over time, staff are very knowledgeable about children's individual development and appropriate measures are put in place so that children can make the next steps in their individual development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate curiosity, excitement and enthusiasm for learning. They concentrate for extended periods of time at activities which interest them and talk freely about their discoveries and achievements. Staff and children have positive, warm and caring relationships. Children are beginning to understand the needs of others and develop a caring and considerate attitude as they play co-operatively with their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact confidently with others and demonstrate good verbal communication skills. They talk freely about their experiences at home and nursery, listen attentively when required and participate confidently in group situations. Children make very good progress in developing written skills, learning letter names and phonic sounds. Children enjoy stories, they understand books and handle them competently but rarely choose to access the book area independently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make good use of everyday situations and structured activities to reinforce number and counting. Children can count and select a given number of items to ten and beyond. They are beginning to understand calculation as they explore adding and subtracting in practical ways, using props at story time and setting the table for lunch. Children have a very good understanding of many mathematical concepts and use appropriate language to describe size, shape, colour, weight and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore using their senses, experience outdoor life, the natural world and ask questions. They use construction materials to explore planning, designing and creating. There are too few chances to explore computers, everyday technology, electronic items or find out how things work. Children are beginning to find out about their own and other cultures and beliefs as they share their experiences, acknowledge festivals and read books.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The outdoor area is well organised and well planned to provide a wide range of opportunities to develop physical skills as children play ring games, throw and catch balls, ride and steer wheeled toys, climb and balance. Children have good spatial awareness and negotiate the stairs regularly. A good range of materials and tools are provided to encourage dexterity and manipulative skills, children use these confidently and safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Planned art activities allow children to explore colour, shape, form, texture and space. Children also have spontaneous access to a range of materials allowing them to be freely creative. Provision and resources for imaginative play are very good, children explore scenarios ranging from an underwater world or space ship to a cosy lounge with log fire and Christmas tree. Children have good imagination and introduce role-play or fantasy into many activities. Children enjoy singing.

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, however, consideration should be given to improving the following areas;
- Developing the book area to attract children to read a wide range of materials independently and in a comfortable area.
- Provide resources and opportunities to enable children to explore and investigate information technology, electronic items and everyday objects to find out how things work.

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.