



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123548

DfES Number: 580805

INSPECTION DETAILS

Inspection Date 18/02/2004
Inspector Name Julie Washer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bees Day Nursery
Setting Address 14 King Harry Lane
St. Albans
Hertfordshire
AL3 4AP

REGISTERED PROVIDER DETAILS

Name Busy Bees Childcare Ltd

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 1998. It operates from 3 floors of a large, listed building located to the South of St.Albans. The ground and first floor provides care for children under 5 years. The top floor is used for the holiday play scheme and after school club for up to 8 children. The nursery serves the local and wider area.

There are currently 153 children aged 0 to 8 years on roll. This includes 24 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. There are no children currently attending with special needs but the nursery supports a few 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 33 members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Ten staff are currently working towards a recognised early years qualification.

How good is the Day Care?

Busy Bees Day Nursery provides a good quality care for children.

The environment is bright and cheerful, with children's work displayed as well as photographs of activities and special events. Effective use is made of the staff and space available, to ensure that all children are well cared for. The nursery are aware of the need to extend the range of books, both fiction and non-fiction and provide resources which reflect positive images of culture, ethnicity, gender and disability.

Staff are committed to training in order to keep their skills updated. They are aware of the importance of developing their knowledge and understanding of the Code of Practice. All documentation is in place which meets the requirements of the National Standards.

Good health and safety procedures are in place. Children are developing good hygiene procedures such as hand washing before eating, and staff act in the

children's best interests if they are ill. They have a sound knowledge of children's individual dietary needs and provide them with a varied menu and regular healthy snacks.

Children are confident and secure and are supported well by staff who respond to their individual needs. Staff plan a broad range of interesting and meaningful activities, which allow children to develop their language, mathematical thinking, imagination and social relationships. Children's learning is extended as staff interact with the children and become involved in their play. Behaviour is good as staff manage unwanted behaviour consistently, and constantly praise and encourage children's positive behaviour.

The partnership with parents is effective. Staff have developed a professional but friendly approach with parents. Parents are welcome at any time and are provided with good quality information about the nursery.

What has improved since the last inspection?

All actions from the previous inspection have been addressed. There is now a very detailed operational plan in use, a named member of staff is responsible for behaviour management and all required documentation is in place.

What is being done well?

- Babies care needs are met soundly. Priority is given to their normal routines for feeding, eating and sleeping and other activities are based around these needs.
- Staff plan a broad range of interesting activities and learning is extended as they engage themselves in the children's play.
- The nursery is very warm and welcoming to children, parents and visitors.
- Staff promote good hygiene practice and act in the children's best interest if they are ill.
- Partnership with parents is effective. Parents are kept well informed of their children's progress.

An aspect of outstanding practice:

The provision of care and education for children in the Imaginative Room is exceptional. Staff are skilful in planning and providing stimulating activities, play opportunities and first hand experiences which allow children to build on their natural curiosity, develop their language and mathematical thinking, use their imagination and develop social relationships. Children are encouraged to be confident and independent and develop self-esteem. Staff achieve high standards of interaction with the children, who respond well and their behaviour is excellent.

What needs to be improved?

- the provision of books
- resources to reflect positive images of culture, ethnicity, gender and disability
- training, to ensure that designated staff have suitable training of the Code of Practice.

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	Review the provision of books, both fiction and non-fiction and make them accessible and interesting for children of all ages. Provide more resources to help children appreciate and value the differences and similarities of other people's cultures, ethnicity, gender and disability.
10	Ensure that designated staff have suitable training of the Code of Practice so that children with special educational needs can be identified and assessed and given appropriate support.

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 generally good progress in all areas of learning.

Teaching is generally good. The staff are calm, friendly and relaxed. They have good relationships with the children and use effective questioning to encourage children to think for themselves. Children's learning is extended as staff interact with the children and become involved in their play. They encourage them to try out objects during water play, investigating which will float or sink. Staff have some understanding of the Foundation Stage, although on occasions there are missed opportunities to effectively challenge children. The organisation of resources does not allow them to make choices and operate independently. Staff are keen to develop their knowledge of the Foundation Stage and are actively finding out about relevant courses. The assessment and observation system is being reviewed to identify the learning intentions and inform future planning of the next steps in the children's educational programme. New tracking books relating to the stepping stones and early learning goals are being introduced. Children's behaviour is good and praise and encouragement are freely used.

Leadership and management is generally good. Staff work well together as a team and are aware of their roles and responsibilities. An annual appraisal system is in place and staff attend supervision meetings every eight weeks. Staff have a positive working relationship and are committed to improvement through training. Management regularly monitor the provision to ensure the setting is continually evaluating and reviewing their practice.

Partnership with parents is very good. Parents are welcomed into the nursery and are provided with detailed information about the provision. Staff offer parents regular opportunities to discuss their child's progress and they are encouraged to share what they know about their child and be involved in their learning.

What is being done well?

- Children's personal, social and emotional development is fostered effectively. Children are confident and keen learners who show good concentration and listening skills.
- Staff plan and provide a varied range of interesting, stimulating and meaningful activities. They work together as a team and are committed to providing good quality care and education for the children.
- Children's number skills are developing well as they learn about mathematical symbols when they practise writing simple sums.
- Children have good physical skills and move with care and control. They have opportunities to use a selection of large and small equipment which

helps to develop their muscles.

- Behaviour is good, children respond positively to the staff's clear guidance and consistent praise. Children learn right from wrong.

What needs to be improved?

- staff's training needs regarding Foundation Stage
- training
- the provision of activities and experiences that challenge the older and more able children within all areas of their learning programme
- procedures to develop short term planning to include learning intentions linked to the stepping stones and early learning goals and ensure 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 generally good progress since the last inspection.

There was one key issue for action, which was to ensure parents can contribute formally to their children's assessment by making observations of their learning at home.

This issue has been addressed. Parents and staff communicate daily and discuss what the children are learning at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing confidence. They are able to concentrate when carrying out activities and sit quietly when appropriate. Children are forming good relationships with each other and are confident when talking to adults and visitors to the group. They are introduced to the wider world through topics, trips, French lessons and visitors to the nursery. Some opportunities to develop independence are missed during lunch and snack times and for children to select resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and respond with enjoyment and attention to stories, songs and rhymes. They sound out letters of their names and put letter sounds together. Older children are able to write their names as well as names of their family. They write for a variety of purposes such as what they have been doing the weekend and about their senses. Children extend their vocabulary during regular French activities. There are few opportunities for children to access mark making materials independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to ten and beyond and enjoy singing number rhymes and songs. They learn about addition as they practise writing simple sums and they recognise some numerals when they play musical numbers. Children learn about shape as they play shape games and create pictures of their houses. They weigh and measure baby dolls in role play and measure themselves to see how tall they are using giant blocks. There are few opportunities for children to count and calculate during practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about growth as they plant and observe hyacinth bulbs and salad cress. They look at similarities and differences as they explore different animal homes. Children talk about past and present experiences as they discuss their families. They learn about different cultures and beliefs as they make Divali lamps out of clay, create Chinese lanterns and use chopsticks. There is insufficient evidence of children freely accessing materials to develop their designing and making skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of small and large equipment, moving confidently and showing an awareness of space, of themselves and others. They travel through obstacle courses, use balancing beams, the climbing frame and slide, throw balls through hoops and use soft play equipment inside. Children join in team and ring games, relay races and play Hide and Seek and Hop Scotch. There are limited opportunities for children to develop their fine motor skills using a range of tools with malleable materials.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour and texture through a range of planned art and craft activities including mixing paints to discover new colours, finger painting, potato printing and sand pictures. They practise clapping to the rhythm of their names and enjoy taking part in regular dance and exercise sessions. Children use their imagination as they act out Goldilocks and the Three Bears and use the puppet theatre. Few examples seen of children using resources to create and use their imagination freely.

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 of activities and experiences that challenge the older and more able children within all areas of their learning programme
- develop short term planning to include learning intentions linked to the stepping stones and early learning goals and ensure 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.