



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 110095

DfES Number: 510786

### INSPECTION DETAILS

Inspection Date 24/11/2003  
Inspector Name Hazel Farrant

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Busy Bees Day Nursery  
Setting Address 301A Armstrong Way  
Pyestock  
Farnborough  
Hampshire  
GU14 6TD

### REGISTERED PROVIDER DETAILS

Name Busy Bees Childcare Ltd 2372388

### 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 provides care and education for up to 159 children age three months to five years. The opening times are Monday to Friday 07:30 to 18:00 for 52 weeks of the year. An Out of School club runs during school holidays and is registered for 24 children aged five to eight years. The opening times are 08:00 to 18:00.

The nursery is situated on Ministry of Defence land between the towns of Fleet and Farnborough. Fifty percent of the places are allocated for staff and the rest are available for the local communities. The nursery has been registered since 2001.

The nursery comprises of five rooms accommodating up to 63 children age 0 to 2 years, four rooms of 12 children age 2 to 3 years and two rooms of 24 children age 3 to 5 years. There is also a separate sensory room and a large activity room. There are separate enclosed outdoor play areas for each of the rooms. The nursery has a fully equipped catering kitchen and a separate milk preparation kitchen.

There are currently 210 children on roll. Children attend for a variety of sessions each week. There are 31 funded three year olds and no funded four year olds. There are currently two children attending who have special educational needs. There are no children attending who speak English as an additional language.

At present there are 44 staff employed including catering and administration staff. There are managers for the under two year and over two year ages, both are supernumerary. The nursery has the backup of the administration support team at the company headquarters.

### How good is the Day Care?

Busy Bees Day Nursery provides good care for children. Staff are experienced and are committed to on-going training. The nursery is well organised, and routines help children to settle happily. The staff team works closely with the children and encourages them to self-select activities so increasing their independence and

confidence. There is a good range of toys and equipment available including those reflecting social diversity. However, role-play opportunities need to be introduced throughout the nursery. The documentation in place helps ensure the safe and efficient running of the nursery, although some records and procedures need to be reviewed.

Staff are vigilant about safety and recognise that some electrical equipment needs repositioning. Consistency needs to be achieved so that all staff ensure that health and hygiene procedures are being followed. Nutritious hot meals are provided, and individual children's needs are met such as sleep and feeding times for the younger children.

The staff plan a good variety of activities both indoors and outdoors, which the children are keen to participate in. Staff have high expectations of behaviour, and children respond well to their requests. There are two children currently attending with special educational needs. Additional support is available when necessary to ensure they can participate in the activities.

Staff and parents have developed good relationships. Parents know how to view the full policies and procedures that are in place. Parent's evenings are held each year and offer parents time to discuss their child's progress. They can also experience some of the activities offered to the children during their 'dabble' evenings.

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

The previous inspection was a transitional inspection and did not highlight areas for improvement.

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

- Children are settled, and enjoy a varied and interesting curriculum. Children are keen to participate in all the activities and enjoy accessing the outdoor play areas and are growing in independence and confidence.
- Staff have high expectations of behaviour, which children respond well to. They are enthusiastic in their co-operation, receiving stickers for a task well completed or for being helpful. They form good relationships with staff and each other, and enjoy playing together, sharing and taking turns.
- The nursery employ's a cook who provides nutritious hot meals and snacks. Young children's diets are developed in close liaison with parents therefore meeting their individual needs. Meal times are a sociable and enjoyable time for the children.
- The nursery has formed good relationships with parents. They are invited to parent's evenings when the children's activity folders and assessment records are shared. Parents are informed of activity themes through the termly newsletters, photographic displays, and daily exchange of information.

### What needs to be improved?

- resources to include more role-play opportunities for all children
- music centres and cool air fans to be positioned safely, gas and electrical appliance safety evidence to be provided
- health and hygiene procedures to be consistent throughout the nursery
- documentation to include: record of children attendance to be recorded accurately; Ofsted's contact details in complaints policy; Equal Opportunity policy to refer to relevant Acts; parents preference to where their young child should sleep recorded.

### 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
3	review role play resources and opportunities
6	review position of electrical equipment
6	provide evidence of safety checks for gas and electrical appliances
7	ensure staff are consistent with health and hygiene procedures
14	review and update documentation

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

### How effective is the nursery education?

Busy Bees Day Nursery is of good quality and children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff use a range of teaching strategies to encourage and promote learning. They act as positive role models with regard to behaviour and provide an ordered environment in which children can learn and develop. Staff have good relationships with children and treat them with sensitivity and kindness. They plan a variety of activities to give children weekly opportunities to develop their skills and knowledge in all areas. However, there are no regular written evaluations of activities and no recorded observations of children's learning to plan the next steps in progression of skills. Children's personal, social and emotional development is very good. Opportunities, however, are missed to develop learning and skills in other areas. Plans do not identify how activities can be differentiated to support children of differing abilities. Some children, therefore, have a lack of challenge to help them progress. The organisation of time and resources is also a weakness and results in a lack of meaningful, stimulating learning experiences for children in some activities.

Leadership and management is generally good. Caring, qualified staff are employed to support children in the nursery and continuing professional development is supported and encouraged. Regular weekly and monthly meetings assess areas of practice and recorded notes are maintained of meetings. However, there is no rigorous system in place to monitor and evaluate the quality of teaching.

Partnership with parents is generally good. Staff welcome parents into the setting and establish good relationships with them. Regular and detailed information is shared with parents on the nursery's practice via newsletters, information displayed on notice boards and daily verbal exchanges.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and interact positively both with staff and other children.
- Children's behaviour is good. They show patience and consideration for others and readily share resources.
- Partnership with parents is positive. They are kept well informed of nursery practice and encouraged to be involved with their child's learning.
- Staff have good relationships with children. They take an interest in their welfare and use a range of teaching strategies throughout sessions to promote learning.

**What needs to be improved?**

- opportunities for regular free creative expression using a range of different materials
- opportunities to develop reading, writing and counting skills during everyday activities
- children's access to information and communication technology so that their skills and knowledge in this area is enhanced
- organisation of time and resources and maintenance of documentation to provide children with a regular stimulating variety of activities which are appropriate for their age and stage of development and based on assessment records of their individual needs.

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

This section is not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to try new activities and exhibit good concentration skills. They are familiar with the routines of the nursery. For example, they sit quietly at registration and line up sensibly when required. Children are polite, generally well behaved and show consideration for others. They take turns using equipment and patiently wait their turn, for example, when telling each other their weekend news. Children's independence skills are developing well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident, articulate speakers who engage easily in conversation. They listen attentively to stories and are familiar with how to handle books. They are able to use picture clues to predict text and staff use questions well to stimulate thought and discussion during storytime. Children's writing skills are developing with some children being able to write recognisable letters. There are limited opportunities, however, to practise writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident with numbers and counting and are able to recognise some written numbers.. They can count up to ten with some being able to count to 15. Children are developing an understanding of addition and subtraction and staff use nursery rhymes to reinforce learning. Children are able to use comparative and positional language and recognise and name simple shapes. Staff miss some opportunities to reinforce and develop counting skills during everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in their surroundings, notice the changes in the weather and ask questions about what they observe. They have an awareness of time and are able to talk about events that are due to happen in the future. Planned activities and themes develop children's knowledge of the wider world. Opportunities to develop information and communication technology skills, however, are limited. Some planned activities also provide insufficient challenge for some children.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely throughout the nursery. They show good co-ordination skills, for example, when riding outside wheeled toys. Children have daily opportunities to develop and consolidate fine motor skills using, pencils, pens, small scale construction and cutlery at meal times. Some planned activities, however, do not take into account children's differing abilities. Children have to wait for support and resources to be able to achieve a constructive learning experience..

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children generally join in enthusiastically with songs and action rhymes. Staff demonstrate and explain activities making sure children know what is expected of them. Opportunities for free expression, however, using a range of differing materials are limited. Some planned activities provide limited learning experiences for children.

**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**

- provide regular opportunities for free creative expression during sessions using a range of different materials and use opportunities during everyday activities to develop reading, writing and counting skills
- make information and communication technology regularly accessible to children to enhance their knowledge and skills in this area
- organise activities and resources to provide a stimulating range of learning experiences using children's assessment records to plan for progression of skills related to children's individual needs.

*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.*