

Bright Bees

Inspection report for early years provision

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Inspection date	04/10/2010
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bright Bees Nursery registered in 2010. It is a privately-run provision. It operates from converted premises in the north eastern area of the city of Leicester, serving the local community. There is lift access to upper floors of the building. Children use four playrooms on the ground and first floor. There is an enclosed outdoor area for outside play. The nursery opens each weekday from 7.00am to 6.30pm throughout the year. It is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 56 children under the age of eight years, 46 of whom may be in the early years age range at any one time. The setting is also registered on the voluntary part of the Childcare Register to care for older children.

Children under school age attend for a variety of sessions. There is provision for school aged children before and after school during term-time and throughout the day during school holidays. The nursery supports a high proportion of children who speak English as an additional language. It receives funding to provide nursery education to children aged three and four years. There are currently 28 children on roll under the age of eight, including 24 in the early years age range. Including the manager, there are currently 12 regular staff. Of these, seven are qualified to at least Level 3 including one who holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and confident in this welcoming nursery. This helps them to make good progress overall in their development and learning in relation to their individual starting points. Consequently, the nursery meets the needs of children in the Early Years Foundation Stage well. The good links with parents and other agencies, together with the surroundings which reflect children's backgrounds and the wider community, help to ensure that all children are recognised and valued as individuals. Strong arrangements are being established to promote continued improvement of the existing good quality provision for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend existing use of observations and assessments to more systematically review children's progress in order to plan for the highest levels of challenge, independence and progression in their learning
- develop further systematic internal evaluation assessing what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

There are robust systems to safeguard children from harm, including careful vetting procedures for all the adults who work with children. Good use of induction and training helps to ensure that staff have a good understanding of their roles and responsibilities. Consequently, they understand what abuse and neglect mean and know how to implement clear procedures in the event of any concerns about a child or any allegation of abuse. There are clear and detailed records relating to individual children, such as, medical and contact information. These effectively underpin arrangements to manage incidents, such as, accidents and illnesses in children's best interests. Systematic risk assessments underpin good practical safety and security arrangements. For example, use of passwords and electronic security systems ensure that children are only collected by authorised adults. Children benefit from the use of well-resourced and stimulating playrooms, where precautions, such as, hinge protectors and safety gates help enable them to safely explore and investigate their environment.

The nursery gives high priority to developing strong relationships with parents, who speak highly of staff's approachability and professionalism. The nursery actively seeks parental views through systematic surveys and consultation. For example, it is consulting parents with regard to ideas on the planned development of the outdoor play area linked to a successful funding bid. Staff also take ready account of children's ideas, for example, by introducing cous cous to the menu in response to children's suggestions. Staff encourage parental input to help them gain a good understanding of each child's individual needs, interests and abilities. The nursery is establishing the use of regular review meetings to share information on children's progress to supplement the use of daily discussion and diaries. The nursery has been pro-active in making links with a local children's centre to extend the quality of its provision. For example, it has developed family participation in a book loan scheme and benefits from links with other local professionals, such as, health visitors. The nursery is also establishing close links with other agencies in order to promote provision for children with special educational needs and/or disabilities. For example, it is working with other agencies to explore practical aspects of the development of respite provision for families of children with additional needs.

The management team have a strong shared focus on promoting children's welfare and helping all children make good progress in their learning and development. They make good use of regular staff meetings and individual supervision meetings to involve all staff in reviewing their current practice and ways of further developing this. The nursery is receptive to advice and support from a range of local sources, so helping it to identify clear and appropriate targets for further improvement. The management team set a strong role model for other staff continuing professional development, for example, by their completion of Early Years Professional status and degree level training. The nursery is currently well on the way to completing it's own initial evaluation of the quality of its provision. However, managers recognise that systems for the continuous review of what the setting offers against robust and challenging quality criteria are not yet fully

embedded.

The quality and standards of the early years provision and outcomes for children

Staff effectively promote children's awareness of a healthy lifestyle from an early age. For example, they encourage babies enjoyment of active free play in the fresh air and help young toddlers understand and implement good hygiene routines, such as, careful hand washing and drying before meals and after toileting. Provision of meals and snacks is regularly reviewed, taking account of children's and parents views. Consequently, children enjoy a good range of healthy and nutritious foods, helping them to extend their tastes and preferences. Children begin to learn about how different foods are grown and prepared as they help care for tomato plants or as they visit a local bakery. Children across the age range show a strong sense of belonging and security and are settled and confident in their behaviour. Staff build on individual children's interests, for example, in fire engines and other emergency vehicles, to help them learn about aspects of safety in the wider world. Children learn to use a range of equipment safely, for example, when using a toy workbench. Children benefit from an interesting, well-equipped and welcoming environment which reflects a range of lifestyles, so helping them to learn about their own and other communities. For example, they learn about their own and other cultures when enjoying a simple picture book about a mother's hijab. Consequently children from a range of backgrounds play well in harmony with each other. They readily cooperate with each other, for example, as pre-school children enjoy working together playing parachute games, whilst younger children begin to take turns with each other in simple games and routines.

Children with a range of home languages, develop good communication skills from an early age because staff are responsive to their gestures, expressions and vocalisations. Children readily talk to peers and adults about their own interests and experiences, for example, when talking about their pet fish at home. Very young children show high levels of interest in early mark making as they use their fingers to make shapes and patterns in a tray of dry sand. Staff use a range of good quality books, including many with dual language scripts, to help build children's enjoyment of stories. Children across the age range benefit from using a wide range of interesting resources helping them learn about everyday technology. For example, younger children enjoy using levers and switches to create sounds and lights on cause and effect toys. Older children confidently use digital cameras to take photographs of their friends and of their experiences and enjoy viewing the images when uploaded onto computers. Children across the age range explore shape, size and capacity, for example, as they fill and empty water and sand containers. They enjoy a good range of action songs helping them to compare and combine numbers, such as, 'Five little ducks'. Children enjoy many opportunities to express themselves through pretend play, music and art and craft activities. Staff already make frequent use of observations of children's interests and abilities to inform many aspects of their planning for future activities. However, as yet, individual children's assessments are not yet consistently used to full effect to

systematically review children's progress and ensure the highest levels of challenge and progression.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met