

Busy Bees Day Nursery at Portsmouth

Inspection report for early years provision

Unique reference number EY289898
Inspection date 08/12/2010
Inspector Jacqueline Munden

Setting address North Harbour Business Park, Compass Road, Portsmouth,
Hampshire, PO6 4SR

Telephone number 0239 2383030

Email

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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

Leapfrog Day Nursery Portsmouth is one of 130 nurseries of the Busy Bees Group. It opened in 2007 under the current management and is situated within a business park in Portsmouth, Hampshire. Children have access to a secure outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register for a maximum of 126 children in the early years age range. At present, there are 118 children in this age range on roll. The nursery is in receipt of funding for early education for three and four year olds and is part of a pilot scheme offering the same for two year olds over a 38 week period. The nursery is open weekdays from 7.30am to 6pm all year, with the exception of public holidays.

Children attend the nursery from a wide catchment area. There are systems in place to support children who have special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 16 members of staff who work directly with the children; of which 13 hold appropriate early years qualifications. The nursery also employ a chef, a kitchen assistant and administrative assistant.

The nursery receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by well qualified staff who work well as a team to promote their welfare and learning. Overall, the organisation and implementation of systems, policies and procedures ensure the safe and smooth running of the setting. A strong commitment to promoting equality and diversity enables children to feel valued and be included. Partnerships forged with parents and others involved in children's care are a key strength and significant in ensuring their individual needs are met, including those with any additional support needs. Effective systems for self-evaluation identify priorities for development: resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the kitchen and portable heaters are inaccessible to fully ensure

children's safety

- review daily routines including those for nappy changing to ensure children do not wait for long periods of time, and provide opportunities for children in the pre-school to work in small and large groups in readiness for school
- provide books that are in a good state and further develop their accessibility in the toddlers room to encourage their use.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded due to the rigorous recruitment and vetting procedures that ensure all adults are suitable to work with them. Staff are trained in child protection and clear in what procedures to follow should they have a concern regarding a child in their care. Risk assessments are generally used effectively throughout the setting. However, although hazards are identified, the action taken to make them safe is not always appropriate and does not fully promote children's safety. For example, a portable heater in the toddler room is not suitably guarded, and the kitchen door is sometimes wedged open even though it opens onto an area in which children play. A wide range of policies and procedures underpin the setting's good practice and all required documentation is in place. In general, the daily routines flow well with children moving from room to room making good use of the space and activities available. However, the routine followed when changing children's nappies is not always suitable for their stage of development; children are taken in groups of three which results in them becoming fractious and upset as they wait their turn.

A strong emphasis is placed on promoting equality and diversity and providing a fully inclusive setting. A wide range of good quality resources are made easily accessible, allowing all children to take part. However, some books are not in good condition and in the under three's room, they are not easy to access or made attractive to encourage their use. Children who speak English as an additional language are supported well. Words from their home language are obtained from parents and dual language books are provided for children to see it in print. Children greatly benefit from the very effective relationships forged with parents, carers and other professionals involved in their care ensuring their individual needs are met at all times. Staff value and respect everyone's knowledge of individual children's learning and development to maintain a cohesive approach. Highly effective communication systems ensure they share information regularly. Parents enthuse about how they value the friendly and caring attitude of staff. They feel totally included in their child's care and education as their opinions are sought through the parent liaison group and at regular individual meetings. Parents enjoy having free access to their child's development records and being kept well informed of what they do each day. The setting has excellent procedures for liaising closely with other early years settings children attend, recognising the benefits of continuity of care. Staff work closely with external agencies, such as speech therapists, to provide consistent support for the children who need it.

The nursery manager provides good day to day leadership for the team of staff, all of whom receive ongoing support from the company. For example, recently, the

Area Childcare Curriculum Advisor has been working with staff in each of the rooms to help develop the environment in which children spend their time. Staff enthusiastically explain the initiative introduced in each of their rooms and the impact it has on children. For example, those in the baby room describe the calming effect the lilac sensory area has in relaxing children. Staff and students undertake an induction and receive regular appraisals. They are encouraged to continuously improve their skills through training, which benefits children. Regular monitoring and evaluation systems drive improvement in the nursery. For example, staff reflect on what they do and contribute ideas to improve the rooms in which they work. Parents are invited to comment and children are involved in making choices. Support is welcomed from the local authority to help the team identify areas for further development. For example, the pre-school room recently took part in the 'Healthy Pompey' Challenge. This initiative encouraged settings to discover ways to become healthier. Children enjoyed eating produce they grew in the garden and learnt about good oral hygiene.

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

Children's learning and development is well supported through the positive interaction and communication from staff. The effective key person system and the extra support provided to those with additional needs ensure they feel secure and their individual routines and needs met. Detailed records about the children and the progress they make are maintained and staff regularly plan how to extend this further. Therefore, children make good progress in relation to their starting points and capabilities.

Children happily enter the nursery and quickly settle as they are welcomed by caring staff. Babies enjoy develop muscles as they investigate the stimulating range of toys. Those learning to walk are brightly encouraged and helped to take steps. Those sitting up, explore water soaked sponges, delighting in getting wet as they grab and squeeze. As children become confident walkers, they use the physical room to further develop their skills and control of their bodies. For example, they clamber over large soft shapes. As children excitedly crawl in the ball pit, staff use the opportunity to name the colours of the balls.

Children in the toddler's room benefit from moving freely around the various areas choosing what to play with. The wide range of creative resources available allows them to explore many materials. They develop hand-eye coordination whilst using a variety of tools. For example, they use cutters and rolling pins with modelling dough and brushes to paint pictures at the low level easel. Children use their imagination well as they play in the role play that is currently a space station. Staff use this as a topic for their learning. For example, children make rockets and countdown from five to zero for lift off. Effective strategies are used to allow young children, or those with communication difficulties, to make choices. For example, photographs of the outdoor play area and the physical room are displayed and children are asked to point to which they would prefer to go to.

Children in the pre-school room are motivated and independent which means they learn good skills for the future. They make good use of the activities and resources that are continuously provided and equally enjoy taking part in the focus, planned activities to help them progress as individuals; these are sometimes in a small group situation such as playing a board game. However, there are few opportunities for them to learn the skills required when in a large group, as will be required when they start school. Many children are beginning to write their names. They use a range of Information and Communication Technology equipment including a computer and CD player. There are many opportunities for children to count and use numbers. They learn about weight as they use scales. At lunchtime, they learn to solve problems as they work out how many bowls of rice pudding are needed for their table. Children have many opportunities to learn about the natural world. For example, children care for the giant African land snails kept in the room. They chop lettuce to feed them, and examine the snail eggs with magnifiers. Staff have created an indoor woodland area which is used to good affect to extend children's learning and enjoyment. Children often laugh and smile, frequently engaging in imaginative play and games they devise for themselves. For example, they take a picnic to the woodland area and talk about the leaves they sit on that have come from the trees and the pictures of animals around them.

The outdoors is an extension of the learning environment and accessible to all ages of children. Suitable resources covering all areas of learning are available for all children of all ages and stages of development. Some areas have imitation grass on the ground and canopied areas allow for the garden to be used in all weathers. Children benefit from its regular use to develop skills and to maintain a good health. All children show good self-help skills as they hang their coats, put on painting aprons and pour drinks at snack time. Children are well behaved and generally co-operative. Overall, staff manage children's behaviour in a positive manner using appropriate strategies according to their development level. Children learn healthy lifestyles and they have plenty of fresh air and exercise, discuss what foods are good for them to eat and understand the need for good hygiene routines as they know the need to wash their hands before eating. Children benefit from the healthy and nutritious menu of meals all prepared and cooked on the premises. Children learn how to keep safe through planned activities such as road safety week and through daily routines such as putting the wet floor sign up if they spill water when playing in the water trough.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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