

# Busy Bee Day Nursery

Inspection report for early years provision

---

**Unique reference number** 106922  
**Inspection date** 16/12/2010  
**Inspector** Angela Cole

**Setting address** 268 Wells Road, Knowle, Bristol, Avon, BS4 2PN

**Telephone number** 0117 9775357  
**Email** busy-bee@btconnect.com  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Busy Bee Day Nursery opened in 1979 and is privately owned and managed. It operates from a three-storey property at Knowle in Bristol. Children have access to seven rooms on the ground and first floor plus associated facilities. The two outside play areas to the front and rear of the property include paving and gardens for children's outside play. There is covered courtyard for their use all year round. The nursery opens each weekday from 8am to 5.30pm all year round, excluding bank and Christmas holidays.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 37 children in the early years age range may attend the nursery at any one time. There are currently 46 children aged from six months to under five years on roll, in full- and part-time places. The nursery currently supports a number of children learning English as an additional language.

There are 10 full-time staff and two part-time staff who all hold appropriate early years qualifications to Level 3 and above. There are three members of staff who have achieved Foundation Degrees in Arts and Early Years and one with a Foundation Degree in Childhood Studies. Two members of staff are working towards a further qualification, either a Foundation Degree or Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery offers a fully inclusive environment where children quickly settle to be secure and happy. Well developed knowledge of children's individual needs ensures that the caring and enthusiastic staff successfully promote many aspects of children's learning and welfare. As a result, children make very good progress, given their age, ability and starting points and have excellent support to feel safe and develop positive relationships. Children are secure and feel safe at all times and younger children benefit from the nursery's emphasis free-flowing play indoors and outdoors. Excellent links with parents encourage their participation in the organisation of their children's care and involvement in their learning. Procedures for evaluating the quality of the provision and a clear commitment to ongoing improvement mean that priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all families.

## **What steps need to be taken to improve provision further?**

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

- maximise children's opportunities for their independent learning.

## **The effectiveness of leadership and management of the early years provision**

Children are well safeguarded, because of the staffs' up-to-date knowledge and understanding with regard to child protection procedures. Thorough and effective written statements and procedures are known by all of the staff and is well shared with the parents and carers. Clear management responsibilities ensure that any concerns noted are swiftly dealt with and precise records are maintained for the benefit of the children's well-being. All staff are vetted and visitors are always accompanied to protect children. A comprehensive risk assessment programme is in use that is documented and detailed with potential hazards, action is taken to address and the date of review.

The staff accurately promote equality of opportunity. As a result, children are making outstanding progress in their understanding that, although everyone is different, all are just as important. The very good deployment of resources allows children to self-select toys of their choice, as these are well labelled and stored within their easy reach. Meaningful plans include diversity, with the children having the opportunity to learn about other countries, through investigation of means of transport and the animals. A wide range of resources reflects positive images of gender, age, disability and culture, including books, pictures, musical instruments and dolls. The individual needs of children are given significant consideration when planning a suitable and extensive range of activities. Safe and stimulating play encourages a very good standard of consistent progress in the children's learning and development.

The partnership between the staff and the parents and carers is exceptional, with both parties liaising closely to ensure babies and children receive the care and education they require. Familie's report of their immense satisfaction with regard to the information they receive about the children's progress and appreciate the efforts made to share the children's records of achievement. The staff work substantially with any agencies involved with the children. Effective systems are being developed to link with other providers that deliver the Early Years Foundation Stage; plans are afoot to share a learning journal so there may be continuity of care that has a considerable benefit for children.

The adults are, overall, well qualified and continue to attend a variety of training courses, so they retain and further increase their considerable level of knowledge with regard to early years. The owner and staff work as a dedicated and committed team, as they are self-motivated and eager to maintain continuous improvement. Recommendations from the last inspection have been fully implemented to develop provision regarding planning for children's next steps and checks on thoroughness of hand washing and of staff on the premises. There are successful methods of self-evaluation in place, in which all families and staff are encouraged to participate. This helps them to identify the provision's strengths and weaknesses, with plans for the future being accurately targeted.

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

Children make very good progress in their learning and development. This is because adults are aware of their individual interests and needs and use this knowledge to plan effectively for their next steps. For example, a group of children's keen interest in painting every surface outdoors is skilfully used as a basis for their learning for the whole of that week. Starting points are effectively measured using information from parents which means that staff are well placed to promote children's learning from the outset. A well-established programme of observation and assessment is used alongside information from parents to accurately map children's progress towards the early learning goals. Children learning English as an additional language are individually supported to learn and to be effectively challenged whilst their communication skills are developing.

The children achieve very well in all areas of learning which means that they actively develop skills for the future. They enjoy an effective balance of adult-led and child-initiated activity, both in and out of doors. Children who are cared for on the ground floor have free access to an inviting courtyard that is heated and lit at colder, darker times; older children enjoy outdoor play at regular intervals throughout the day. Personal, social and emotional development is evident through developing friendships and cooperative play. Children enjoy talking about their activities, listen intently to memorable stories and speak confidently in front of others. They draw recognisable pictures and competently wrote their own name labels whilst saying the sounds of the letters. Problem solving, reasoning and numeracy skills are well developed as children count confidently during activities and routines. They discuss 'one more' or 'one less' and use mathematical language correctly in their play.

Children actively learn about the wider world, regularly visiting the park and growing fruit and vegetables. They positively benefit from sharing information on each other's culture and background. Daily outdoor play with opportunities for digging sand and soil, negotiating challenging climbing equipment and handling large materials such as crates, planks and rope mean that physical development is very well promoted. Free access to imaginatively resourced areas for role play, including a 'kitchen area' and 'elves' workshop', well enhances children's creativity. Their self-expression is effectively fostered as they use plentiful resources for sensory exploration and to develop their own ideas, such as building a 'pirate ship'.

The children feel very safe and secure in the setting as they have strong bonds and are affectionate towards staff, particularly their key person. They have excellent opportunities to learn to keep themselves safe as they confidently negotiate stairs, climb a tree, build with logs and responsibly explore the challenging 'willow' area. They frequently practise evacuation drills to know how to respond in an emergency situation. They adopt healthy lifestyles as they value fresh air and exercise and know to wash as, 'Germs make us poorly'. They regularly drink water to keep themselves hydrated and make healthy choices for their second helpings of the home-cooked, nutritious food served by staff.

Clear guidance from consistent adults is empowering children to take on responsibility from an early age. As a result, young children are helpful and complete the task in hand; for example, they spontaneously tidy away toys and return items to the designated room without assistance. Children learn to manage their own behaviour well because they are encouraged to take an active role in discussing the rules and boundaries for helpful behaviour that includes concern and care of others. Frequent and enthusiastic praise during play and daily routines effectively promotes children's self-esteem and values their achievements. As a result, children are extremely confident, motivated, polite and well behaved.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



