

Busy Bees Day Nursery at Enfield

Inspection report for early years provision

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Inspector	Carolyn Hasler
Setting address	2 Florey Square, Highlands Village, London, N21 1UJ
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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*.

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

Busy Bees Nursery is one of 129 nurseries. This setting opened in 2001. It operates from a purpose built, two storey building situated in the centre of a residential area. A maximum of 120 children aged birth to five years may attend the nursery at any one time. The nursery is open weekdays from 7:00am to 7:00pm all year round.

There are currently 132 children aged from birth to five years on roll. Of these, 32 receive funding for nursery education. Children attend for a variety of sessions. Children come from a wide catchment area.

The nursery employs 23 members of staff who work directly with the children. The manager is excluded from this figure as he is supernumerary. Of the staff, 13 including the manager hold appropriate early years qualifications, six are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting offers a welcoming and friendly service. There are successful measures in place to acknowledge children's individuality. Overall the setting has effectively introduced the Early Years Foundation Stage into their practice. The setting continues to review and improve processes to observe and assess with good outcomes. Initial communication between parents and key people mean that key people have the information on which to base care arrangements. There is a consistent approach to service improvement, including addressing recommendations from the last inspection. All staff are enthusiastic and are keen to address weaknesses and implement change.

What steps need to be taken to improve provision further?

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

- continue to develop further sensitive observational assessment in order to plan to meet young children's individual needs
- supported and extended children's competence in communicating by providing them with opportunities and encouragement to use their skills in a range of situations for example, by engaging in story telling, recalling and extending language for thinking

The effectiveness of leadership and management of the early years provision

The setting is meeting all regulations and duties to safeguard children and demonstrates good knowledge of safeguarding procedures. Staff understand their responsibility to ensure that children are not left unsupervised with new members of staff who have not yet completed vetting procedures. The setting has a robust recruitment procedure. There are effective procedures in place to ensure that children are collected from the setting by authorised adults only, this includes photos of authorised persons and password systems.

The setting has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness. There is an impressive number of highly qualified early years childcare professionals. Their qualifications range from: National Vocational Qualifications or equivalent in levels two, three and seven. New members of staff, and supply staff undergo induction and are supervised by senior staff members. Regular team meetings ensure that all members of staff are kept up-to-date with policies and procedures and changes in practice. All members of staff are encouraged to access both in-house and local authority training. Senior members of staff are nominated roles to safeguard, support special educational needs, coordinate behaviour management strategies and ensure equal opportunities throughout the setting. There are a number of qualified first aid staff members. Leaders and managers ensure that the setting remains within the requirements of their registration.

Overall outcomes related to children's progress in relation to their starting points are good. The leadership and management team ensure that the staff team focus on good quality observation, assessments and planning skills for individual children. This is re-enforced through an in-house early years co-ordinator who is available for advice and development. As a result of this, the majority of children do well. Resources are good, fit for purpose and able to support children's learning and development. Although, planning and use of some resources can sometimes be inconsistent. Resources to support children's communication language and literacy are good. However, staff sometimes miss opportunities to support learning. For example, when reading stories to children, there are no opportunities given to children to recall, talk about alternate endings or about their own experiences. Key people plan effectively for children's development. Although, in some cases they are not yet making the links between previous assessments and follow-up observations. The overall environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Children achieve well as a result of the setting they are in. The provider takes appropriate steps to ensure that resources and environment are sustainable.

Adults appropriately and actively promote equality and diversity. Overall the setting improves outcomes for children and takes effective steps to close identified achievement gaps. The development of the majority of children in relation to their starting point is good. The setting has identified where further improvements can be made to overcome any remaining variations in children's progress and has good strategies in place to tackle them. All key workers have a good knowledge of each

child's background and needs. They make the most of diversity to help children understand the society they live in. Adults identify children's needs for additional support as early as possible. They share information and records with colleagues and parents where appropriate. Where necessary ratios are readdressed and additional support strategies are implemented. This ensures that children get the support they need. The setting is wheelchair friendly providing access to all areas.

Since the last inspection the leadership and management team have addressed recommendations made at the last inspection. They have reviewed and improved their sickness policy and ensure their staff team are secure in their knowledge of sickness procedures. Resources for children in the age group of one to three years has greatly improved and children are offered a wide range of good quality experiences in all areas of learning including those that help children to value the diverse community they live in. In addition outdoor experiences include opportunities to grow vegetables and appreciate the natural world children live in. There is a range of physical play equipment available and space to move around and explore. The leadership and management team have strategies in place to monitor the effectiveness of the service. The manager holds a vision for the future of the service and is able to identify the setting's strengths and weaknesses. Where weaknesses have been identified the manager is able to put effective strategies in place to implement change. Forums such as, team meetings ensure that staff are consulted and kept up-to-date.

The setting values relationships with key professionals who have a strong contribution to children's achievements and well-being. This includes links with the early intervention support team, educational psychologist's and speech and language unit. The setting also enhances children's learning experiences through additional activities bought in. In addition the setting shares information and establishes relationships with other early years providers. For example, they establish key relationships with local schools during transitional periods for pre-school children who are leaving the setting.

The setting has highly positive relationships with parents and carers. Their relationships are well-established ensuring each child's needs are met. For example, key people working with under twos share home to nursery diaries. All key people make time to provide parents and carers with a verbal feedback at the end of the day. In addition parents are invited to telephone; use e-mail and text messages to keep in touch. Potential parents are invited to look around the nursery so that they can make informed decisions about childcare. Each term parents and carers are invited to attend a parents evening. This time is used to keep parents informed about the Early Years Foundation Stage and how their children are observed and assessed to plan for their learning and developmental needs. Parents have access to a notice-board and a suggestion box. They have access to policies and procedures, and can contribute to the service through regular questionnaires and through everyday discussions. In addition parents receive monthly news letters. The leadership and management team meet regularly with a parents group who represent the views of parents in order to have a voice in changes to the setting.

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

Overall children are making good progress towards the early learning goals in all areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children's welfare is promoted, they make overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

All children feel safe because they experience consistent care. They separate well from parents and build secure relationships with familiar adults. Under twos adjust quickly to routines as they are similar to routines in their home environments. All children are secure and develop a sense of belonging to the setting. They have their own place to store belongings. They receive praise and see their achievements displayed on the walls such as their art work and photos of themselves at play. Children know what is expected of them because boundaries are clear and consistent. Good quality interactions and well organised routines help all children to feel secure and confident.

Children enjoy a range of physical play opportunities. This includes, negotiating a varying range of climbing and balancing equipment, access to tricycles, bicycles, scooters, balls and soft play equipment. Older children move around their environment negotiating tables and chairs with confidence. They have good fine motor skills. Under twos are active within their play. They are mobile and crawling, standing, finding balance and taking their first steps. They have a good range of challenging equipment to help them gain confidence in practicing these skills. All children have opportunities to be physically active both inside and out. Older children can use toilet areas independently, most are able to manage clothes and are familiar with the sequence of using the toilet and washing hands. Other children need reminders. Under twos are dependent on key people for personal hygiene tasks. However, as they develop independence they build confidence in practising hand washing and take part in these routines at appropriate times during the day. Under twos are developing awareness of their difference senses and enjoy meals and snack times as they attempt to independently feed themselves. All children are making choices about what they like and dislike. They are offered a suitable range of healthy choices at the consistency suitable for their age and stage of development.

Children are well mannered and polite towards each other. Overall their behaviour is good and children are beginning to show a good awareness of responsibility within the setting. For example, they engage in tidying up activities. Children take initiative and work well independently as well as in small groups and large group activities. They are all learning to share and take turns. Children show a good understanding of diversity engaging in a good range of activities and experiences to help support this.

All children have access to a suitable range of books and other resources to stimulate their inquisitive natures and provide topics of conversation. Children are building familiarity with numbers, letters and words. However, opportunities are

missed to practise using phonics. More able children are matching words to pictures. Opportunities to mark-make help children to practise the skills for writing. The environment is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and song. These generate questions and makes connections across all areas of learning and development. Under twos are able to communicate their needs through a series of babbles, gurgles, cries and squeals. Some are building confidence in their communication skills and are repeating language, stringing words and even simple sentences together. Key people working with children under the age of two years use lots of simple language around them to support their developing communication skills. Construction equipment in all different sizes, threading and matching games are all available for older children. Numbers, shapes, colours and sizes are used in every day conversations to help children grasp mathematical concepts and develop problem solving skills. The under twos explore shapes, colours and numbers in different textures. There is a range of shape and size sorters available for them to explore. Children have a range of information, communication technology such as computers and compact disk players, torches and programmable toys which they can use and explore. They are able to observe, experience and absorb the world they live in and interact socially with others.

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