

Busy Bees Day Nursery at Nottingham, Wollaton

Inspection report for early years provision

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Inspection date	20/12/2010
Inspector	Lynn Dent
Setting address	Bramcote Lane, Wollaton, Nottingham, NG8 2NG
Telephone number	0115 9280508
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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 Day Nursery (Wollaton) is one of a chain of nurseries owned by the parent company, Knowledge Universe. It opened in 2002 and operates from three rooms in a converted and extended property in the centre of Wollaton, Nottingham. All children share access to secure outdoor play areas.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 108 children at any one time. There are currently 132 children on roll, of which 113 are in the early years age range, some in part-time places. The nursery is open each weekday from 7am to 7pm throughout the year, closing only for bank holidays.

Children come from a wide catchment area, as most of their parents travel to work in and around Nottingham. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language. The setting is in receipt of nursery education funding.

The company employs 25 staff. Of these, 21 hold appropriate early years qualifications and four are working towards a qualification. The manager has recently achieved a relevant early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive good quality care in a stimulating environment which is well-resourced to meet their individual needs and interests. Most resources are kept in good working order. Staff plan and provide an interesting range of activities and experiences ensuring that all areas of learning are promoted. Systems for assessing children and their records of achievements reflect their learning priorities and are used effectively to inform future planning. Most personal information about the children is kept confidential. Effective partnership working with parents, carers, other providers and specialists ensures all children receive good consistent care. A range of effective systems enable the management to consistently review and improve the provision.

What steps need to be taken to improve provision further?

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

- ensure that all resources to promote Information and Communication Technology (ICT) are in good working order; this is with reference to those used in the toddler room
- improve the confidentiality of children's records; this is with regards to information about children's allergies and dietary needs.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully protected because staff have a clear understanding of child protection procedures. Robust recruitment and vetting procedures ensure the suitability of staff working with the children. The effective deployment of staff means that children are well-supervised at all times. Comprehensive risk assessments supported by effective daily checking procedures ensure that the environment is safe for children to use. The effective organisation of the rooms mean that children can safely and independently access the extensive range of good quality toys and resources at will. Each room is set out to encourage children to engage in different activities and there is space for younger children and babies to rest and relax in comfortable surroundings. Children can choose to play outdoors where their learning is effectively extended. The effective organisation for babies means that their home routines are closely followed.

Highly successful relationships with parents and carers result in children receiving highly personalised care. Regular exchanges of information, sharing of records and meetings keeps parents fully informed of their children's progress. Information from parents is included in children's learning journeys giving a holistic view of the child. Staff provide a range of activities for parents to extend their child's learning at home. A parent's liaison group ensures that all parents have input into all aspects of the nursery. Good partnership working with other settings that children attend help promote consistency for the children. Effective relationships with other specialists, such as speech therapists and health professionals ensure that all children are fully supported when needed.

The effective systems for self-evaluation ensures that the opinions of all staff, parents and others involved in the setting are taken into account and that improvements are implemented in a timely manner. The management team spend time in each room observing the practice to identify and address any areas for improvement. All required written information about the children is in place and stored securely. However, on the day of inspection details of children's allergies and dietary needs was attached to a noticeboard in one of the rooms meaning that confidentiality on this occasion was not fully maintained. A good range of policies and procedures are implemented to underpin the care of the children.

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

All children are very settled at the nursery and spend their time enjoying themselves because staff are attuned to their individual interests and needs. Babies are very settled because there is a calm, caring atmosphere where staff give cuddles. Babies are surrounded by a wide range of sensory experiences, for example, shiny and furry materials and mirrors. Older babies are engaged in play with water, sand and painting. Toddlers enjoy playing with play dough and can identify the shapes they are cutting out. They explain the play dough is green and

white and that they are making 'wiggly worms'. When the worms break the children quickly state 'Now we have two' showing an understanding of early numbers skills. Children enjoy being creative as they make cards for their family. All children are developing their independence as they develop their own personal hygiene. Older children serve themselves at meal times and all children learn good table manners, a valuable skill for later life.

Older children use their imagination well as they build with toy tools at a workbench and use large building blocks to make ramps and roads for their cars. Children use their language well as they explain their drawings. During play older children routinely use mathematical language as they identify the numbers and correctly identify the letters they are playing with. Children are inquisitive and staff spend time listening to what they say, answering their questions, and using these unplanned times effectively to extend the different areas of learning. For example, a member of staff explains that a glove shows a picture of the moon and each finger is a spaceman as it is about the rhyme 'Five little men in a flying saucer'. The children are encouraged to sing the rhyme as they fold down each finger and count how many spacemen are left.

All children have access to a good range of toys that promote the use of ICT. For example, push button and programmable toys, and a computer table with a range of programmes including a keyboard. However, on the day of inspection some of the programmable toys in the toddler room required new batteries. Consequently, on this occasion these did not extend children's learning. However, children do have access to toys that require them to wind handles to make them work. All children have a wide range of opportunities to make marks because resources are available to them both indoors and outdoors. Older children independently access a range of resources such as whiteboards, chalkboards, lined, plain, squared paper and various writing tools. Consequently, they are developing independent writing.

All staff are committed to helping children achieve positive outcomes in their learning and development. Consequently, they plan and provide a wide range of stimulating experiences and engage children in purposeful play. All staff are skilled in knowing when to engage with children and when to stand back and let them take the lead. Therefore, children benefit from both adult-led activities and child-initiated play. Each child's key person knows their children particularly well because they spend time observing the children and record their achievements. This information is used to identify and provide for children's interests, the next steps in their learning and development and to effectively plan future activities. As a result children are making good progress in all areas. Children learn about keeping safe through everyday activities and through visits from the local police and during role play. Children behave well, sharing, taking turns and showing respect for others. Consequently, they are learning important skills for later life.

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	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