

Busy Bees Day Nursery, Aston

Inspection report for early years provision

Unique reference number 229181
Inspection date 06/12/2010
Inspector ISP Inspection

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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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Description of the setting

Busy Bees Day Nursery is one of a chain of nurseries and operates from a purpose built single storey building in Birmingham. Four main rooms are used to care for children, in which they are grouped according to their age. A large enclosed outdoor play area is also available for the use of children. The Nursery operates five days a week all year round and is open 7.30am to 6pm. Children attend for a variety of sessions.

There are currently 53 children under five years on roll. Of these, 12 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 20 members of staff who work directly with the children. Of these, 16 staff hold and appropriate early years qualifications, whilst other staff are working towards a recognised qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a range of varied activities that challenge and stimulate their interest. This is an inclusive nursery, where each child is recognised as unique and staff ensure that their individual needs are met. There is a good working partnership with parents and the majority of the policies and procedures are implemented well. This helps the management to further develop methods to reflect on their practice and to monitor the care and education of children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review procedures for completing the daily attendance registers (Documentation) 27/12/2010
- ensure prior written permission is maintained for each and every medicine to be administered to children(Safeguarding and promoting children's welfare). 27/12/2010

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

- identify a named practitioner to oversee behaviour management issues.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The nursery has mostly effective procedures to ensure children are safe and their welfare is promoted, for example, appropriate recruitment and vetting procedures are in place. The nursery has systems to ensure that all members of staff are qualified and that their continued suitability is monitored. However, staff do not obtain prior written consent from parents to administer medicines that may be required in an emergency. This potentially compromises children's safety. Staff are pro-active in attending training to increase their knowledge and skills. For example, they attend risk assessment and safeguarding courses that are appropriate to their individual roles. Daily visual checks are undertaken on all parts of the premises that the children come into contact with. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs and most are accurately maintained. However, records of attendance do not always include times of departure to effectively monitor persons present within the building.

The partnership with parents is developing well because parents are invited to attend open evenings and are encouraged to attend special events within the group. Parents are aware of the activities their children are provided with as they receive information from key workers and plans are displayed within each base room. Staff enable good levels of communication with parents by providing them with access to their children's 'Learning Journey' development folders and daily diaries for younger children. This keeps them up to date with individual progress and day to day information regarding individual children's routines.

The nursery has procedures for identifying any additional help required for the children to ensure that each child benefits from appropriate support and benefits from a positive experience. A settling-in procedure means that children feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. The manager and staff of the nursery have systems in place to share information with local schools that children move on to once they leave the setting. This ensures continuity in learning and children's smooth transition to school.

The management has made good progress to further develop the nursery. They have completed all actions and recommendations made at previous inspections. In addition they have many plans identified to further develop the nursery including a revamp of the outdoor area to include covered area.

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

All children are fully included within the nursery because children are able to access a range of activities and equipment. Children cooperate with each other, sharing resources as they play together within role play and in the sand tray. They choose a variety of writing materials and creative resources to make Christmas pictures and attempt to make recognisable marks on paper. Children can self-select resources as they are stored at low level and clearly labelled. Their technology skills are developing as they are introduced to keyboards, computers and battery-operated toys. The nursery has resources and activities to enable the children to look at other cultures and minority groups. For example, they enjoy celebrating Diwali and have mendi patterns drawn on their skin in Henna. Staff skilfully engage with the children by talking to them and encouraging independence. Children are learning to manage their clothing, wash and dry their hands and help to tidy the toys away.

Staff have records on each child's progress, including observations and next steps for learning. They work with the parents and ensure they have access to their children's Learning Journey folders. There is a formal method of monitoring and evaluating the activities provided for children to measure the effectiveness of staff practice and the children's progress in the Early Years Foundation Stage. The manager undertakes observations of practice in all base rooms across all areas of learning. This ensures staff are provided with feedback on their implementation and ensures children's needs are being appropriately met in all areas. Children are learning about the natural world as they discover different textures when undertaking creative activities and when completing simple growing activities both inside and in the outside area. They enjoy the experience of hand and feet painting and how that feels on their skin. Staff encourage the children to extend their understanding of number and problem solving by counting and reasoning during daily routines. For example, children count how many children are in the role play area and are aware that only two children can use the sand or water areas. Children use paint brushes, pens and scissors with increasing control and enjoy their sensory play with water, sand and play dough.

Space within the nursery is well utilised so that children can choose their own activity such as playing in the role play area and playing with instruments in the music area. Children use the outdoor play area every day and generally play companionably side by side. They enjoy physical exercise using wheeled toys and climbing equipment. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food and to put their hands over their mouths when they cough. Snack and meal times are sociable occasions with staff sitting with the children and chatting together. Children are taken on outings in the local community to enhance their sense of the world. Behaviour, in the main, within the nursery is good; children understand levels of acceptable behaviour and are learning to share and take turns. Staff manage behaviour in a calm, consistent manner and are positive role models. However, there is currently no member of staff identified to oversee and advise on any behaviour issues to promote consistency of approach. Children treat one

another and staff with affection and respect. The confidence they gain through their time in the nursery ensures they are developing into active learners, prepared for the future and contributes to their literacy and communication skills.

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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