

Busy Bees Day Nursery

Inspection report for early years provision

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Inspector Mr Rasmik Parmar

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Busy Bees Day Nursery, Guiseley, is one of a chain of nurseries owned by Busy Bees. It opened in 2003 and operates from eight rooms in a purpose built nursery building in Guiseley, Leeds. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except on bank holidays. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 100 children may attend the nursery at any one time. There are currently 182 children aged from birth to under five years on roll. The nursery currently supports children who speak English as an additional language.

The staff team comprises of 42 members who are full or part-time. There are six members with Level 6, one teacher, two members with Level 4, 16 members with Level 3 and two members with Level 2 qualifications in early years. Also, the manager and deputy hold degrees in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and ambitious management structure have a very clear vision and focus for the setting. Children flourish in the stimulating environment and make very good progress in their learning and development. Staff show a clear commitment to promoting inclusion for children who are valued as individuals. Excellent partnerships with parents result in very positive outcomes for children. Effective systems for self-evaluation and reflective practice lead to a continuously evolving setting.

What steps need to be taken to improve provision further?

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

- develop further the use of the outdoor play environment to maximise children's experiences in all the different areas available to them.

The effectiveness of leadership and management of the early years provision

The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by staff and parents. All staff have a secure understanding of safeguarding issues and work together with parents and relevant agencies to protect children. Clear vetting procedures ensure that all staff working with children are suitable to do so. Designated staff have completed a wide range of training and fully understand their responsibilities to safeguard children's

welfare. Highly effective systems are in place to identify if children are at risk and staff are very vigilant about children under their care. Ongoing training helps ensure staff are clear about their roles and responsibilities and this supports their continual development.

An inclusive and welcoming service is provided. Adults support children and provide an enabling learning environment. Signs, labelling, posters and photographs around the setting support children's understanding of the local community and wider world. All children benefit from this fully inclusive environment with equal opportunities to make very good progress in their learning and development. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging.

Partnerships with parents significantly enhance the consistency in care children receive and actively contribute to their rapid progress towards the early learning goals. There is a highly effective two-way process of sharing information between parents and staff to support children's learning at home. This provides a context for discussion about learning through play and seeks ways parents can support them. Parents are very much valued as the primary carers of children and are involved in numerous ways to establish strong links with the setting, which has a considerable positive impact on children. For example, there is a liaison group, whereby parents come forward to collate views from other parents and represent this to the setting. Parents are involved in fund raising activities; they attend crafts morning sessions and participate with children. Parents also have opportunity to provide their views in the 'room assessment forms' so that they can comment on the quality of provision within a particular room. Also, their views are frequently sought and their feedback is valued through questionnaires and on-line surveys. All this contributes to excellent partnership with parents in order to promote very positive outcomes for children.

Partnerships with other early years providers is good. Transition arrangements with the local schools involve teachers who visit the setting to find out background information on children prior to starting school. Key persons liaise with other settings to share information about children's learning and development to ensure continuity and coherency in children's learning and development.

Staff have made positive improvements in developing the care and learning provided for children, including meeting all the recommendations from the last inspection. They monitor their practice and are confident in identifying areas for improvement to build on their strengths, as part of maintaining continuous improvement. There is a strong ambition within the staff team to develop better outcomes for children by constantly improving staff knowledge and improving their qualifications. Also, improvements made to the outdoor areas and the indoor environment, such as, re-decorating the playrooms and fitting new flooring have helped to create a better environment for children. Also, the setting is involved in a 'Quality Assurance Scheme' to promote a culture of reflective practice, so that they can continue to improve on an on-going basis. This results in better outcomes for children.

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

Highly successful planning and very careful observation and assessment of children's learning and development results in very positive outcomes for all children. A varied, interesting and challenging range of play opportunities and activities are provided for all children. Consequently, children are engaged and making very good progress in their individual learning and development. As a result children's accomplishments well exceed expectations.

Staff develop good relationships with children through positively interacting with them and being involved in their play, which contributes to meeting their needs well. Effective teaching methods are used, such as asking children open-ended questions which challenge their thinking and support them in becoming active learners. Children have good opportunities to develop their early literacy skills, through mark-making activities, and share their interest in books and stories. They develop good skills for their future by eagerly extending their numeracy and their understanding of technology. Children confidently use mathematical language as they compare shape and size. They enjoy number rhymes and learn to count and older children can match numbers. They confidently use their initiative to solve problems through games, jigsaws and counting in daily routines. Their creative skills are regularly promoted through the use of their imagination. Children express themselves through role play and with a range of painting, printing, sticking materials as well as corn-flour play, dough, shaving foam and bubbles.

There is effective planning for play and exploration both inside and outdoors, with a balance of adult and child-led activities. Although there are good facilities for outdoor play, there are missed opportunities to maximise children's experiences in all the different areas available to them. Spontaneous events result in children being creative and active learners. This includes planning for all individuals to ensure that each child receives an enjoyable and challenging experience. Children are happy and they independently follow their own interests by accessing activities and experiences that cover all areas of learning. This results in them feeling safe and enjoying their time at the setting.

Children are extremely well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which are prepared from fresh ingredients by a cook. Careful consideration is given to the nutritional balance of the meals and snacks across the day. Children are provided with meals and snacks in their rooms according to the ages and stages of development. Babies are suitably placed on high chairs, toddlers wear bibs and sit on low-chairs and older children learn to follow more independent routines which they will follow in schools.

Children have a very good understanding of how to keep themselves safe as staff support them through discussions, appropriate books and stories about road safety and why not to talk to strangers. They clearly feel safe and secure because they are at home and very relaxed within the setting, due to warm and purposeful

interactions by the staff. Children develop an interest for nature and grow lettuce, tomatoes, potato and sunflowers in the outdoor area. They learn about the spiders, snakes and rabbits which are brought in to the setting. Children watch chicks hatch from eggs during the final stages of incubation, handle and feed them before they are taken away.

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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