

Bumble Bees Day Nursery

Inspection report for early years provision

Unique reference number	127061
Inspection date	11/01/2011
Inspector	Claire Parnell
Setting address	Sir Mark Collet Pavilion, Heaverham Road, SEVENOAKS, Kent, TN15 6NE
Telephone number	07963 870599
Email	bumblebees@dicker-falconer.demon.co.uk
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

Bumble Bees Nursery was registered in 1989. The nursery is privately owned.

The group has sole use of the Sir Mark Collet Pavilion, in the village of Kemsing, near Sevenoaks, when operating. The group has access to the main playroom, toilets, the upstairs room on occasions, the main hallway, ladies toilets and a covered secure concrete area outside. There is also a kitchen and a small room used for sleeping young children.

The nursery operates for 48 weeks of the year and is open Monday to Friday from 9am to 5pm.

The nursery is registered on the Early Years Register for 14 children within the Early Years age range at any one time.

At present there are 21 children attending within the Early Years age range of which nine children are receiving funding. The setting supports children with English as an additional language and those with learning difficulties and disabilities.

The nursery has a staff team of seven. Five of these hold recognised Early Years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The unique needs of every child is promoted well and all staff work together to succeed in meeting children's learning and welfare needs. Children make good progress towards the early learning goals within the Early Years Foundation Stage due the staff's knowledge of each child's interests and how they learn which is positively reflected within the quality of the provision. The partnerships with parents and other agencies are strong which helps to contribute towards meeting the needs of all children. The proprietor takes a proactive approach towards improving the setting through an effective self evaluation system. Future development is identified and acted upon which results in a service that is responsive to the needs of parents.

What steps need to be taken to improve provision further?

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

- extend planning and tracking systems to ensure children's next steps are identified and provided for

- extend existing risk assessment records to ensure regular outings are always recorded.
- provide resources for children to extend their independent skills particularly during lunch and snack time

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through the policies and procedures in place that help to keep them safe. Staff have an up to date knowledge of child protection and ensure that procedures are implemented well through records and monitoring to protect children from harm. All required documentation is in place to promote children's well-being and good health at all times. Written risk assessments are completed and recorded with regard to the premises on a daily basis to ensure children play in a safe and secure environment. Staff carry out risk assessments for regular outings to the playing fields and play parks but this is not always recorded. Robust recruitment procedures are in place to ensure all staff have relevant checks and are suitable to work with children. A safe arrival and departure procedure ensures children's safety is paramount. All children are greeted by all available staff to provide a welcoming environment for children.

The provider is committed to driving improvement and includes staff, parents, children and outside early years professionals in this process. The staff team are eager to take on advice and make changes in line with regulations and good practices to enhance the learning experience for children. Both children's and parents' views are taken into account when evaluating the service which strongly supports the continuous improvements introduced on a regular basis. Staff are encouraged to attend regular training either through local workshops or on-line. This training is actively implemented to provide good outcomes for children.

Equality and diversity is promoted well throughout the nursery. Staff have a clear understanding about celebrating differences through festivals, cultural celebrations and children's travel experiences. Adaptations and additional equipment supports all children's inclusion. The staff are pro-active in supporting children with disabilities and those who speak English as an additional language. Children learn to treat each other with respect as the staff are good role models and children access resources that reflect positive images of today's society.

Children are supported well throughout their time in the setting due to the effective deployment of staff. For example, when all areas of the setting are used; the main playroom, large hall and outside area, staff are deployed around the setting to ensure all children are engaged, stimulated and well supervised. Children have regular opportunities to choose where they want to play; inside or out, due to the successful free flow system that promotes independent play and choice. Children have access to an extensive range of equipment and resources that promotes all areas of learning, mostly available for self-selection.

Good partnerships with parents and other agencies are a particular strength in the setting. Parents have access to a good range of written and displayed information

including health information, guidance on admissions to schools and the Early Years Foundation Stage. Parents feel confident and secure leaving their young children in the care of all the staff stating that "my child is given lots of love and cuddles" and " I have every confidence that my child is happy and learning in a home from home environment". Parents of younger children receive written information about their child's day including details about their daily routine and particular achievements. Older children are encouraged by staff to feed back to their parents at the end of the day, demonstrating a sense of pride in their day at the setting. Staff work closely with health professional to ensure particular needs of children are met within the setting. They also make close partnerships with other settings and schools to ensure the transfer to full time education is a smooth and confident one, therefore offering continuity of care.

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

Children are familiar with the routine of the day, aware of when snack time is and how to behave when younger children are sleeping in the afternoon. They are developing a sense of belonging as they find their name to register themselves on arrival and give familiar staff cuddles when their parents leave. Therefore children feel safe and secure within the setting. Children feel confident to settle quickly and make independent choices of where to play and what to play with. However, their independent skills are limited during snack time and lunch time when children are not always able to pour their own drinks by accessing suitable resources. They interact well with their peers, demonstrating their strong relationships with children and staff. Staff support children's learning well through effective interaction and use of open ended questions. For example, during circle time children complete the weather board with the days date and helpers name. Staff ask the children what the date is, children help to calculate the date by counting on from the previous date and talk through the days of the week until they reach the correct day. Children identify their written name and display it on the board as the day's helper. Children of all ages and stages of development are thoroughly engaged at story time due to the staff's successful differentiation such as asking younger children about the pictures and more able children about the events that may happen next. Initial sounds and letters are explored on a daily basis through the routine of children labeling their own work with correctly formed letters or developing mark making for a purpose.

Children take a keen interest in the outside world due to the scenic environment in which their setting is situated. Children are familiar with locals who walk past their outside area and show excitement when the tractor arrives to mow the playing field. Staff make excellent use of this environment by taking children in their wellies on walks along the hedgerow and to use the local play park equipment. Children flourish in the outside area where all areas are promoted throughout their time in the setting. Children explore textures through wet and dry sand and discuss marks made by tractors and other vehicles familiar to them. Children show a curiosity and intrigue in what others are doing and have the support from staff to try new activities in their own time. For example a younger child sits and watches

the older children at the drawing table, when they leave he edges closer, staff entice him over to look at their drawings before he moves away still looking at the drawings. Children watch adults and other children closely to discover new skills and experiences such as tapping letters on the keyboard. Activities such as these help to extend children's skills and promote their abilities for future learning.

Observational assessment goes some way towards demonstrating the good progress that children are making. Observations are mainly spontaneous either written, photographic or examples of children's work. Some observations are linked to areas and stages of learning but rarely identify the next steps for learning to inform future planning. Staff are very clear about how to extend children's learning through effective practice which demonstrates the support for the ongoing and changing learning needs of each child. Planning covers all areas of learning for the group of children as a whole but does not extend to the individual child's targets for achievement.

Children learn about healthy lifestyles by accessing outside play on a daily basis as well as having planned physical games and equipment using the large clear space of the hall to move around safely. Good hygiene routines such as hand washing and blowing noses as well as the staff's routine of vacuuming and cleaning surfaces promotes children's understanding about preventing infection. Children respond well to their bodily needs by asking to go to the toilet and blowing their nose with a tissue. Parents provide children's food and are encouraged to provide healthy options for their children at snack time and meal times. Children openly discuss what they are eating and are aware of what is good for them.

Children's behaviour is good due to the staff acting as positive role models and implementing the clear boundaries that children are aware of. They actively remind their peers about what is right and what is wrong and are confident to confide in staff when they see their peers acting inappropriately. Older children are keen to take responsibility for the younger children, allowing them to go up the stairs first and holding their hands when going outside. Children cooperate well within their play, politely asking for equipment and resources from others, " can I borrow the grey pencil please".

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

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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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