

Busy Bees Day Nursery at Chingford

Inspection report for early years provision

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EY289831

Inspection date

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Inspector

Lynn Palumbo

Setting address

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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 at Chingford registered originally in 2001. It is a full day care provision and is registered to the Busy Bees chain of day nurseries. It is situated on the Larkswood Leisure Centre site in Chingford. It operates from a one storey purpose built unit and has access to eight playrooms, toilet areas for staff and children, a kitchen, office and three fully enclosed outdoor play areas. The setting is registered to care for a maximum of 120 children under eight years, 108 of whom may be in the early years age group and serves the local community. The setting is open every weekday from 7.30am until 6.30pm for 52 weeks of the year and is closed on bank holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 168 children on roll within the early years age group who attend at different times of the week. The nursery currently supports two children who speak English as an additional language. The nursery employs 30 staff, 21 of whom hold an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. Children are making good progress in their learning and development. The management and staff team meet children's individual needs by the high quality provision they offer and by working well with their parents and partnerships. Systems to monitor some hygiene routines are not fully effective. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) 26/01/2011

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

- provide children with effective measures so they can play in hygienic conditions

The effectiveness of leadership and management of the early years provision

The management, safeguarding officers and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for first aid, fire safety and health and safety. The management team and staff have a good knowledge of hazards that could harm children within the provision; a detailed record of risk assessment for every area that children use is in place. This ensures any potential hazards are promptly recorded and minimised. Although an attendance record is in place for all children, the hours of children's arrival and departure times is not consistently kept up-to-date. This has an impact on safeguarding and is a breach of regulation. A range of policies, including equality of opportunities, and complaints are in place and shared with parents to ensure they are aware of the setting's professional responsibility. In addition the manager has an effective complaints procedure and all parents state their positive comments upon resolution. An effective induction procedure is in place, staff are vetted or waiting for clearance, fully inducted and receive further training. The manager is proactive and eager to ensure that all new staff are fully trained in all areas of learning and development.

Staff are deployed effectively to ensure that children are well supervised at all times. Children are offered a wide selection of good quality resources within attractive, child-friendly environments. The manager is taking effective steps to ensure resources and the environment are fully sustainable. The outside area has recently been renovated and the children are looking forward to playing in their new surroundings which will offer stimulating play within an child friendly environment. In addition, children visit a range of recreational and educational places within the community.

Equality and diversity is promoted well with the provision. The children and staff represent a wide range of cultures and everyone is treated with respect. Children who have little English when they join the nursery are supported well. Staff have a list of important vocabulary in children's home language to use when necessary. The children are settled and communicating in English. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies, and dietary requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures.

Specialist staff working with the extended services are available and visit the provision and give advice and guidance about the best ways to offer support. The manager has worked hard to implement various systems to self-evaluate and staff's views are considered and they have identified areas for development. For example, the management team are making progress to monitor all learning assessment records. New equipment is being purchased for outside play area. In addition, the actions and recommendations raised at the previous inspection have been met, for example there are systems in place to meet the needs of children with English as an additional language.

Relationships with parents is good, they are encouraged well to be engaged with their children's learning and development. Regular consultations are arranged so that parents and staff can share the observations of the children and become aware of each child's progress. Parents take part in celebrations, and charitable events and their involvement and support is much appreciated. They can also access a wealth of information, including parent packs and up to date information about conferences on children's learning and development from the company's website. Parents say, 'The staff are friendly and always keep me up to date with my child's learning. There is a wide range of well-balanced nutritional foods prepared by the chef I know that my child is eating healthily'. Parents support the parent forum and voice their views of the provision, with parental questionnaires this has made a positive impact to which management implements into the continuous improvements of the nursery. Parents are also provided with a wide range of extended services within the local community.

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

Children are making good progress towards the early learning goals. Children demonstrate an interest and enthusiasm for learning which the keyworkers encourage and support. Planning for most children's learning and development is detailed, incorporating all the areas of learning into the weekly and daily planning. In addition, planning takes into consideration children's individual needs, abilities and interests. There are a wide-range of systems in place to observe and document children's progress and capabilities; these include effective plans for the next steps in children's progress and development. However, the child's next stage of developments are not consistently recorded in all observation documents.

The management team are making progress with assessing children's progression in learning with tracking systems, they are eager to ensure that all children are fully assessed. Children, including babies are making good progress in their literacy skills. Children are developing fluent speaking and listening skills, for example child friendly spaces are arranged throughout the provision and staff are skilled at getting down to the children's level to stimulate discussions. This helps children in their future progress and life chances. Children with little English are developing their speaking and listening skills well and are consistently supported by their key workers, this helps to ensure that they will be bilingual. Children and babies develop their emergent writing through a variety of resources, understanding that their symbols carry meaning. Pre-school children are writing their name in preparation for primary school. Books are celebrated, encouraging children to explore their imagination through role play and music. Toddlers sit on the soft cushioning relaxing looking at the pictures and the key worker encourages others to recognize fruits linking in the healthy foods they have learnt about when the chef promotes healthy foods. Themes and topics are chosen to develop children's knowledge and understanding of the world around them, pre-school children explore the interactive whiteboard working through software packages to reinforce, literacy, numeracy and also ICT skills. This will help them when they

move onto primary school. Toddlers play with small world toys, creating imaginative play about animals. The activities chosen to celebrate children's diverse cultural backgrounds are successful. Children have celebrated the Chinese new year through creativity. In addition, children regularly take the 'Benny the teddy bear' home for the weekend or holidays and this is used as a focus for discussions about their special times with parents. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society. All children and babies have good opportunities to develop their creative skills. They play a range of musical instruments and also attend music and movement sessions. Through role play toddlers listen to each others heart beats and preschool children love to explore the dark tent with torches. They also explore a variety of techniques with paint, sticking and drawing, and their work is displayed. This helps to raise their self esteem.

Overall, there are effective measures within the nursery to ensure that all children learn about safety. Children learn road and stranger danger when out in the community. In addition, they regularly practice fire evacuations. This ensures their learn about their own personal safety in the event of a fire. Children are learning to adopt a healthy lifestyle well. The chef prepares nutritious and well-balanced meals and snacks on site and food is prepared in hygienic conditions.

Overall, the key workers ensure there are effective measures in place, for example, they wear appropriate protective clothing when changing nappies and serving foods. However, during the inspection materials swept were not placed in the bin because it was full and children used the materials to incorporate into their play. Children's behaviour is managed very well and the staff are reminding children about the need to play safely and sit on furniture. Children are polite, friendly and show their respect to the staff who are good role models.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met