

Busy Bees at Rothamsted Lodge

Inspection report for early years provision

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Inspector

Gyatri Rupal

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*.

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Description of the setting

Busy Bees Day Nursery opened in 1993. It operates from two floors of a large building and is situated in Hatching Green Harpenden. Children have access to a secure area for outdoor play. The nursery serves the local and wider area. It is open each weekday from 7.15am to 6.30pm all year round. The nursery provides 'funded early education for three and four-year-olds'.

The Nursery is registered on the Early Years Register. A maximum of 70 children may attend the nursery at any one time and there are currently 94 children enrolled ranging from three months to under five years. Children attend for a variety of sessions. The nursery offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The nursery employs 14 full-time and 13 part-time members of staff. All the full time staff hold appropriate early years qualifications to at least NVQ Level 2. The manager and assistant manager hold a BA Hons Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic and motivated management team work with a dedicated staff team who have a positive approach to their work. The staff have a good understanding of the children's individual needs and work effectively with the parents to ensure that the children's individual needs are met. Interesting and stimulating learning experiences are offered to enthuse and encourage children to learn. Children make good progress towards the early learning goals in relation to their starting point. Staff implement policies effectively to promote the children's welfare, health and safety. The nursery is led by a motivated management team who embrace the process of self-evaluation and demonstrate a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- provide a first aid box with appropriate content to meet the need of children (Safeguarding and promoting children's welfare). 01/02/2011

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

- provide more play resources which reflect positive images of all children

including disabilities.

The effectiveness of leadership and management of the early years provision

The management team have created an enabling environment in which staff undertake several roles. The staff are confident about their areas of responsibility and this contributes effectively to the protection of children. For example, staff have a clear understanding of the procedure to follow if there are any child protection concerns, which ensures that children's welfare is safeguarded. Good security procedures are in place to ensure only an authorised person can enter the building. Robust recruitment procedures ensure that staff are suitable to work with children and this is enhanced through induction and training. Thorough risk assessments and practical daily checks mean that children's safety is promoted. The nursery ensures qualified first aiders are always present in the nursery so that the children can receive immediate first aid should the need arise. However, the system for checking that the content of the first aid box is not effective. Good hygiene procedures are implemented to safeguard children from infection.

The staff recognise that each child is unique and that children's individual needs are addressed as agreed with parents and as identified through observations. A variety of activities and play resources are organised to help children become aware of different cultures in the wider society they are living in. The staff values and respect diverse cultures and describes how children with special educational needs would be fully included. However, there are very limited play resources that reflect positive images of disability to help develop children's understanding.

An effective system is in place to help those children with special educational needs and those who may speak English as a second language. Staff maintain good partnership with parents and carers. This enable them to exchange information and ensure that children are consistently offered good care and support. There are comprehensive procedures in place to obtain information from parents about their child. This ensures care is provided to meet the individual child's needs.

The parents are kept well informed about their children's development and are encouraged to be involved with their children's learning. For example, the nursery has set up a library for parents to take books home to read with their children. Parents are also encouraged to use observation forms for recording activities which children enjoy at home. They share these with nursery staff so that staff can plan appropriate activities to suit the child's interests. Information is shared consistently with other early years providers, in order to ensure consistent care and further promote the children's learning. The nursery has also established close links with the local school which can facilitate exchange visits to ensure that the transition to school works seamlessly for children.

Written plans are in place, which incorporate all areas of children's learning and development. Regular observations and evaluations are linked with the early

learning goals and the practice guidance which helps the staff to plan appropriate activities to support children's next steps of learning. The nursery also employs a qualified teacher to help older children prepare for school. The nursery deploys staff to ensure the correct staff ratio is implemented at all times.

The management team is extremely enthusiastic and motivated to bring about change in order to improve the quality of care for all children. The manager has ensured recommendations which were made at the last inspection have been effectively implemented. For example, play resources have been re-organised in each room to ensure each child can have safe and easy access to toys. This helps children to make independent choices about their play. The nursery have developed detailed self- evaluation of the setting, which has been effective in identifying short and long term aim for improvement. The nursery also seeks the views of the parents through regular discussions and questionnaires. Parents speak positively of the care and learning their children receive.

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

Children enjoy their time at the nursery and feel safe and secure. They participate in a balance of free choice and adult led activities in a child friendly and welcoming environment. The planning of the curriculum focuses on the individual needs and interests of the child based on the practitioner's observations on their key children. Children develop self-esteem and confidence as they independently access their play resources to initiate their play. Their self-esteem is further promoted because their work is valued and displayed. All displays are made up of the children's work and these demonstrate the children's understanding. For example, children use red, green and amber to colour traffic light circles for their road safety project.

Children demonstrate a developing understanding of numbers and shapes through their daily routines, number rhymes, flash cards and visual displays. Good opportunities are provided to develop their simple calculation skills, For example, children count how many children are sitting at the table and how many dishes they need. Children's experiences are greatly enhanced through spontaneous play opportunities. For example, children had great fun playing in the snow and developing their understanding and knowledge of the world as they learn how cold weather can turn water into ice. They draw a snow man with chalk and learn about facial features and what clothes they need to keep themselves warm. In summer children grow vegetables in the garden and note the changes as they grow. They observe the feeding fish in their playroom and experiment with water, such as what items sink or float. A selection of resources, including tools and electronic toys give children opportunities to develop their understanding of how technology can help them in their everyday lives. For example, children use interactive touch screen to listen to their favourite story and nursery rhymes. They use a camera to take photographs.

Children are confident communicators and often sing familiar rhymes and enjoy reading stories on their own or with staff. Staff successfully promote the children's

language development using effective questions to extend their thinking. Babies receive positive interaction from staff who spend their time talking to and playing with them. The toddlers enjoy exploring the sand and water while the staff skilfully introduced new words as they repeat the names of objects they are playing with.

Children learn to keep themselves safe through practical activities and through staff discussions. For example, children learn how to cross the road safely as they have taken part in a presentation from a road safety officer and use road signs during their imaginative play. They visit the local fire station and learn how to keep safe from fire, they regularly practise a fire drill with staff, and understand how to evacuate the building in an emergency. Children enjoy healthy, nutritious cooked meals and have fresh fruit for snacks. They have free flow access to the daily outdoor play area which is well equipped with small and large play equipment and other learning resources. This promotes all areas of the children's learning and development.

Children develop an understanding of personal hygiene through well planned practical activities. The staff implement nursery policies and procedures effectively to help protect children from illnesses and infection and parents are kept well informed of any illness within the nursery. Children behave well and show delight as they receive stamps on their hands for their good behaviour and achievements. They show concern for the others as they sweep the snow from toys so that other children can use them. They play well together and make joint decisions, selecting which stories and nursery rhymes they wish to listen to. Their skills for the future are enhanced as they are engaged in many purposeful activities.

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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