

# Busy Bees at South Staffordshire Water

Inspection report for early years provision

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<b>Unique reference number</b>	EY347282
<b>Inspection date</b>	24/01/2011
<b>Inspector</b>	Adelaide Griffith
<b>Setting address</b>	South Staffordshire Water Plc, Green Lane, WALSALL, WS2 7PD
<b>Telephone number</b>	01922 618009
<b>Email</b>	
<b>Type of setting</b>	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 at South Staffordshire Water opened in 2007 and is managed by Busy Bees. It operates from two rooms in self-contained premises within the South Staffordshire Water building. The nursery serves staff who work for South Staffordshire Water PLC. There is an enclosed area for outside play. The nursery is open Monday to Friday from 8am to 6pm. It is open all year round except for bank holidays.

Children are able to attend for a variety of sessions. A maximum of 25 children may attend the nursery at any one time. There are currently 29 children attending who are within the Early Years Foundation Stage. Children are able to attend for a variety of sessions and are aged from 3 months to under five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the of the Childcare Register. The nursery provides funded early education for three and four-year olds.

The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications to at least NVQ at Level 2. One member of staff is working towards the foundation degree. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making consistent progress in their learning and development. On the whole, their welfare is effectively safeguarded. The staff and management are committed to maintaining continuous improvement for the benefit of the children and have identified areas for further development. The self-evaluation process is used consistently to review practice and to examine the systems for meeting children's individual needs. The strong partnership with parents and other providers supports children's learning and play well and contributes positively to their wellbeing. The setting provides good care and learning for the children.

## What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being.

## **The effectiveness of leadership and management of the early years provision**

The leadership of the setting is focussed on safeguarding children. Staff are well informed about procedures to be followed in the event of concerns. Rigorous steps are taken to ensure that all persons who come in contact with children are suitable to do so. A raft of policies and procedures is available to maintain the safeguarding process. For example, risk assessments are conducted to ensure children are safe. However, there is a practice of occasionally passing containers of hot food over children's head. This poses a potential hazard to their wellbeing. All records required for the efficient running of the setting and to meet children's needs are available.

The self-evaluation process is a shared experience that involves all staff. The management invites input from parents and respond positively to suggestions. For example, they have altered the handover procedure for children's transition within the nursery. Parents now have opportunities to discuss their child's needs with new key workers. All staff are well encouraged to attend courses and this helps them to support children more effectively. The management meets regularly with external agencies to evaluate the setting. Action plans from the local authority are implemented competently. Areas for further development, such as the outside play space, are identified to promote children's large muscle skills more effectively. The management demonstrate a strong capacity to maintain continuous improvement. All recommendations from the last inspection are fully addressed.

The relationship with parents is based on open communication. A daily exchange of information ensures that parents know what their child does each day. Parents are actively involved in their child's learning because they are asked to continue with activities implemented in the setting. For example, they work on their child's language skills. Parents are encouraged to observe children's development and their suggestions are included in the planning for further learning. For instance, staff have included activities to promote problem solving and number skills for babies. Parents' communication board displays information about changes and events in the setting and at parents' evening information about children's progress is discussed in detail. The partnership with external agencies is well established. The management ensures that information is shared with other early years providers where children attend and profiles are transferred when they leave the setting.

There is a child-centred approach to care and learning. The staff know the children well and the key worker system is effective in forming strong bonds. Links are imaginatively maintained with the home. For example, a board in the baby room is used to display their family members at a very low level. In the larger room the colourful display of children's photographs promotes their self-image well. This positive emotional environment nurtures children's sense of security effectively. Their sense of belonging is fostered as they move around freely in the organised space to access resources. Staff are well deployed to support children and to build confidence during their time at the nursery.

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

Children enjoy their time at the nursery where they make significant progress in their learning and development. Staff provide a stimulating environment in which children are encouraged to explore a wide range of materials. During water play children learn about temperatures and delight in the splashing noises. They remain engrossed as they touch wooden toys and fill buckets with wet sand. Children are learning to work with others and demonstrate good negotiation skills as they cooperate to solve problems of assembling puzzles.

All children have opportunities for daily outside play. They ride bikes confidently and skilfully avoid others. They run around in the available space which benefits from an all weather surface. A tunnel is available for babies to crawl through and they can develop balancing skills on low slides. Children demonstrate an understanding of how their bodies work. They explain correctly that coats and scarves must be worn during outside play. Children's creativity is well promoted because paints are within reach and they mix different colours which they apply to paper whilst using paint brushes with good control. All children are encouraged to develop self-help skills. They access aprons before messy play and are encouraged to put on outdoor clothing with minimal assistance.

The staff talk and listen to children and this promotes their language skills well. There is a good balance of child-led and adult-led activities as children are given time to develop their play. The staff's active involvement in children's play helps them to note preferences and these are used for planning individual learning. They are keen to provide a meaningful learning experience. For this purpose they carry out frequent observations and use the information gained to move children on to the next stage. All activities are linked to the Early Years Foundation Stage framework and adapted according to children's age and stage of development. For instance, more able children write recognisable letters of their first name and younger children, including babies, practise mark making skills on an easel or paper.

Children's perceptions of healthy eating are developing because freshly-cooked, balanced meals are provided daily. Water is accessible and all children are encouraged to drink at regular intervals. Children demonstrate a good understanding of maintaining personal hygiene as they spontaneously wash hands after messy activities. Children are gaining an understanding of staying safe because staff remind them to refrain from running indoors. They respond positively and also do so when staff intervene to manage disputes relating to the sharing of resources. Children's good behaviour is promoted appropriately because staff consistently acknowledge what children do. For example, they receive reward stickers for tidying away at the end of the session.

Children learn about the wider community on outings to the toy library. A visit from the firemen promotes their understanding of different roles in society. Their awareness of other cultures and disability is raised effectively because a wide range of resources reflect diversity. Children have access to programmable

resources and information technology during play. The rich variety of activities helps children to develop skills for the future as they progress towards the early learning goals.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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