

Busy Bees at Brooke Street

Inspection report for early years provision

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Inspector Wendy Fitton

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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 at Brooke Street registered in 2000 and operates from premises on three levels to cater for children from birth up to eight years. It is situated in the Chorley area of Lancashire.

The provision is registered the Early Years Register and both parts of the Childcare Register to care for a maximum of 303 children. There are currently 237 children on roll, of whom 171 are in the early years age range. The nursery provides funded early education for three- and four-year-olds. The provision also provides care before and after school and during school holidays.

The provision is open five days a week from 7.30am to 6pm. All children share access to secure outdoor play areas. There is a team of 52 staff, including the two managers. Support staff are employed for site maintenance, cooking meals, cleaning and lunchtime supervision. The majority of staff hold a National Vocational Qualification at Level 3 and nursery nursing qualifications. One member of staff is working towards Early Years Professional Status. The setting is supported by an early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for in a highly stimulating and child-centred environment. The welcoming environment is fully inclusive and reflects the children's backgrounds, communities and family lifestyles. Exceptional organisation of the educational programmes, which reflect rich, varied and imaginative experiences, meet the needs of the children exceedingly well. There are excellent partnerships established with both parents and carers, with effective links to other providers and professionals to meet children's welfare and development needs. The system for evaluating the quality of the provision is effective, and challenging plans are in place for the future, to strive to maintain continuous improvement and the outcomes for children and the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to promote the effectiveness of the provision by using future planning to secure improvements which will in turn further improve outcomes for the children while also retaining the high quality of the organisation.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the exemplary policies and procedures that are in place to ensure those working with children are safe to do so. The nursery's safeguarding policies are effectively implemented, and staff know their role and duty in keeping children safe from harm. Staff are suitably vetted and cleared to work with children; they are experienced and qualified in all aspects of learning and welfare of young children. There are comprehensive risk assessments and detailed health and safety practices. The quality and provision of safe and suitable furniture, equipment and toys is excellent. There is active involvement from all staff and management in team meetings to discuss and share their ideas, and to continue working towards the visions and values of the nursery. There is a clear vision for the nursery and staff and management are fully committed to maintaining and providing high quality childcare. There is continual reflection on what is provided and therefore the capacity to maintain continuous improvement and the outcomes for children is evident.

Partnerships with parents and other professionals are exemplary. Important information is gathered from everyone involved with the children in order to meet their individual needs. The nursery has a full time special educational needs coordinator who liaises with the local authority and the inclusion support teachers. The nursery offers support and guidance to parents who are able to share their concerns with other outside agencies. The nursery involves the local authority who provide training and support. This enables the nursery to fully support children's overall needs and their development. The nursery works exceptionally well in partnership with parents to meet children's needs and to help them feel secure and confident. Parents are informed of their children's achievements and progress in various ways. Regular parents' evenings are held, giving parents the opportunity to view their child's learning journal and discuss their progress with their child's key person. Parents are involved in making suggestions and are asked to complete surveys and evaluation questionnaires. Parents are given the opportunity upon enrolling their children at the setting to complete an 'all about me' booklet, a 'getting to know your baby/child' form and a health record form in order that staff can meet individual needs. Key worker staff liaise with parents daily and use the communication diaries and record books to share important information.

The environment is fully inclusive, reflecting the local community and the families that attend. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. Staff fully promote equality and diversity through the highly effective policies and procedures. All families' needs are acknowledged and all children's are needs recorded and known to key people. The overall environment is welcoming and there is access to important information boards, documentation and the nursery's policies and procedures on admissions, settling-in and induction. Children learn about diversity and differences. They have equal access to all activities and facilities, and the premises are accessible to all. Equipment and toys are adapted according to specific needs and any special interests.

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

Staff have excellent knowledge of the learning and development requirements. They really value and support children's learning through exceptionally well planned activities and experiences. The planning of the learning environment is linked to the six areas of learning with free access to continuous provision throughout the day both inside and outside. Staff respond effectively to the information provided by parents and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for their development, routine care practices and the liaison with parents. Every child has an individual profile with 'all about me' information gathered from parents. Staff complete spontaneous observations and note down any significant comments. Children's profiles contain photographs of people in their families and others who are special to them. Every child has a weekly plan highlighting their interests. Staff clearly identify children's next steps, and show how activities will be enhanced to take children's interests forward and support their development as they progress rapidly towards the early learning goals.

Children are very well behaved and have really positive relationships with each other and their key person. Children respond well and feel very secure with the routines and rhythms of the sessions. They develop their independence as they set the tables, find their own place setting at lunch times and relate to their photographs on their own cups. Staff are extremely caring and are sensitive to the individual needs of their key children, who they know well. This means that they can fully meet their key children's needs. Children fully develop skills and interests through active use of technology toys as they are competent using the computer and competent in their numeracy skills. They count during everyday situations, for example correctly counting chairs and plates. They solve problems as they sort, match and group when setting tables and putting out equipment confidently. They delight in discovering how things work when using the torches and the cameras. The whole of the environment is enriched with labels on displays, posters and pictures, and with words and letters for the children to relate to so that they can develop their literacy skills. Children really respond to the photographs and labels on storage boxes. They delight in freely accessing books to fully enhance their literacy skills. Children thoroughly enjoy mark-making activities with different tools and mediums; they are very creative with paper and stencils and draw in the sand. Children really enjoy use of the interactive white board to clearly follow instructions and carry out different tasks and games. Staff talk to children all the time and fully challenge their thinking as they ask open questions to extend their knowledge. Children love to access the outdoors for fresh air and exercise. There is extensive and stimulating large equipment for outdoor play, including wheeled toys, tunnels, dens, slides, forts and castles, to develop and fully enhance children's physical abilities. Children learn about different countries and cultures as they see books, play with figures and participate in food tasting. They are learning about different people from different countries. Therefore their knowledge and understanding of the world around them is excellent. Children develop their creative and imaginative skills through exemplary opportunities for dressing up and role play, creating their own dens and tunnels with cardboard boxes.

Staff are fully committed to providing high quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles. This develops their skills for the future, which enables them to make a positive contribution. Children fully understand the importance of keeping safe and feeling safe in the nursery environment. They really enjoy the discussions and visits from the local fire brigade, the local lollipop person, the librarian and taking part in road safety campaigns. Staff really encourage children to take appropriate risks through play in a well supervised environment. Children gain an excellent understanding of how to keep themselves healthy through daily routines, themed activities and discussion. They enjoy taking part in exciting outdoor and indoor physical activities and exercise. Children are positively encouraged to practise robust routines of personal hygiene, through hand washing after toileting and before mealtimes. Staff fully promote children's good health and hygiene by encouraging hand washing and ensuring tissues are available to fully promote children's independence and personal skills. Older children are encouraged to make healthy choices about what they eat and drink and are encouraged to serve themselves at meal times. They therefore become fully independent and active in their health needs. Children thoroughly enjoy snacks and are encouraged to eat fruit and chopped up vegetables in accordance with individual requirements. Children's behaviour is very effectively managed in a way that supports their full understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Children make a very positive contribution and thoroughly enjoy their learning as they behave positively. Staff observe children during their play and evaluate any trends or issues relating to negative behaviour. Children are encouraged to stay calm and spend one-to-one time with their key worker in order to defuse any situations. They listen to explanations. Children are reminded of the rules and boundaries as they really value and respect each other's differences and play cooperatively, sharing and taking turns. Staff are extremely positive in their approach and are excellent role models to the children.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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