

# Busy Bees at West Suffolk Hospital

Inspection report for early years provision

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<b>Inspector</b>	Emma Bright
<b>Setting address</b>	West Suffolk Hospitals NHS Trust, Macmillan Way, Off Hardwick Lane, BURY ST. EDMUNDS, Suffolk, IP33 2GJ
<b>Telephone number</b>	01284 829980
<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*.

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## Description of the setting

Busy Bees at West Suffolk Hospital is part of Busy Bees Nurseries Limited, a national nursery chain. It opened in 2010 and provides care for children in the locality and children of hospital staff members, who are offered priority for places. The nursery operates from purpose-built premises on the site of West Suffolk Hospital in Bury St Edmunds, Suffolk. All children have access to an enclosed outdoor play area.

A maximum of 96 children may attend the nursery at any one time and there are currently 46 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery is open five days a week from 7am to 7pm all year round. The nursery currently supports a small number of children with special educational needs and/or disabilities and also supports children who have English as an additional language.

The nursery employs 11 staff, all of whom hold appropriate early years qualifications and one is training towards a further qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a warm and welcoming environment and children enjoy their time at the nursery. Children make satisfactory progress in their learning and development and some challenge is offered through activities. Staff form positive relationships with parents and other carers to ensure the individual needs of children are met. The environment promotes children's welfare and has the required documentation to ensure their health and safety needs are met. Systems to monitor and evaluate the provision are evolving.

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

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

- develop staff's knowledge and understanding of the learning and development requirements so that they can confidently support and extend each child's learning in a range of challenging experiences
- develop the use of information gathered about children's learning so it can be used effectively to identify learning priorities and plan relevant, motivating experiences
- maximise the use of the environment to support children's learning so that they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces
- provide opportunities for children to use, hear and see their home language in their play and learning
- develop the system for monitoring and evaluating the early years provision in

order to maintain continuous improvement, taking into account the views of children, parents and staff.

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

Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so; induction procedures ensure new staff are clear about the nursery's policies to keep children safe. Staff are trained and know what action to take in the event of a safeguarding issue. They demonstrate sound knowledge and understanding of safeguarding procedures and they help children to understand how to keep themselves safe, reminding them gently to ensure they don't accidentally hurt one another. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Daily checks are carried out and recorded, for which all staff are responsible. Staff are well deployed to ensure that children are safe and supervised at all times. All these factors contribute to the nursery safeguarding children effectively.

Staff work well in partnership with parents and carers and they demonstrate a good understanding of the benefits of working closely with parents. Parents are kept informed of their child's progress and achievements and they have regular opportunities to share what they know about their child. For example, they contribute to their child's learning journey, adding what they know and observe about their child's interests at home. Staff offer daily verbal and written updates to ensure parents are informed about their child's care. Although staff ensure that they find out about the children's home language and gather key words, children have fewer opportunities to use, hear and see their home language in the nursery. This potentially affects their ability to confidently use their own language outside the home and build strong bilingual foundations when learning English.

Resources are suitably deployed, however, staff do not make full use of the environment and resources to effectively support children's learning both indoors and outdoors. The management team are motivated to seek further improvement in order to secure positive outcomes for children. The system to monitor and evaluate the early years provision is in place. However, this is not fully developed and does not secure the opinions and ideas of children, parents and staff in order to maintain continuous provision. Links are developing with others in order to further support children. Appropriate systems are in place to support children with special educational needs and/or disabilities.

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

Children enjoy a sound range of activities and this enables them to make satisfactory progress across the areas of learning and development. Although staff understand about delivering the learning and development requirements in the Early Years Foundation Stage, they are not confident in their knowledge to enable

them to support and extend each child's learning in all areas. A system for planning and assessment is in place but is not fully effective. Children's learning journeys are not used to inform individual planning in order to effectively identify the next steps in children's learning and build on what they know.

Children are able to make some choices about what they do and babies enjoy exploring their environment. However, children have fewer opportunities to develop their independence skills and extend their play, and some activities lack challenge to sufficiently interest and engage them. Staff have warm and caring relationships with children. They behave well and staff praise their achievements, which helps them to feel good about what they do. Babies enjoy being warmly cuddled as staff give them their bottles, which means they feel secure and safe. Children enjoy making marks to represent their ideas and can select from a range of books to look at or share with adults.

Babies and toddlers develop coordination as they begin to feed themselves and older children competently use knives and forks at meal times. Babies who are mobile explore their immediate environment with growing curiosity and enjoy operating musical toys. Children are interested in numbers and join in singing lively action rhymes while babies show curiosity in objects from the treasure basket and enjoy looking at their reflection as they notice themselves in the mirror. Older children use the computer and interactive smart board and babies enjoy push and play or pop-up toys. These simple activities satisfactorily lay the foundations to support the children's future skills.

Staff teach children about keeping safe and they regularly practice the fire drill to ensure that they know what to do in an emergency. Children are learning about the importance of a varied and nutritious diet. They are provided with snacks and meals which include lots of fresh fruit and vegetables and these are prepared and cooked daily on the premises. Staff are aware of children's individual dietary requirements and any specific needs are well catered for. Children are cared for in a clean and healthy environment and sensible hygiene routines followed by the staff and children help to prevent cross-infection. All staff hold current first aid certificates, which means that they can respond appropriately if children have an accident while in their care. Children enjoy opportunities to play outside and they can access the outdoor area throughout the day.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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