

Busy Bees Day Nursery at Quedgeley

Inspection report for early years provision

Unique reference number 101805
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Inspector Angela Cole

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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 Day Nursery at Quedgeley opened in 1999. The nursery, one of a chain of nurseries operating nationally, is located in a mainly residential area of Quedgeley on the outskirts of Gloucester. It operates from three base rooms in a purpose-built, single-storey building. The enclosed outdoor spaces include safety surfaces with wooden adventure equipment and there is a sensory garden for children's outside play. The nursery opens each weekday all year round except for bank holidays and sessions are from 7am to 7pm.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 106 children in the early years age group may attend the nursery at any one time. There are currently 131 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 24 full and part-time staff working with the children. Of these, 18 staff have appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification and another achieving Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good knowledge of each child's individual needs ensures that staff promote many aspects of children's welfare and learning successfully. Children feel happy, safe and secure, and make good progress in most aspects of their development. Effective partnerships with parents and health professionals contribute significantly to children's well being, although links with other early years settings are less robust. Regular self-evaluation involving managers, staff, parents and children mean that priorities for improvement are identified and acted upon, resulting in a continuing improvement in outcomes for children.

What steps need to be taken to improve provision further?

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

- keep monitoring and planning up to date especially in areas that children need to work on, expressing all next steps in terms of learning rather than activities
- extend staff deployment so that mobile children are fully encouraged to have pride in, and take care of, the resources

- support children's learning and development by developing the regular flow of two-way information between all other providers offering the Early Years Foundation Stage to children.

The effectiveness of leadership and management of the early years provision

A high priority is given to keeping children safe and promoting their welfare. Staff members are well trained to recognise a child who may be at risk; they know how to respond if a child needs protection and support. Employment procedures are robust with established procedures in place to ensure the suitability of staff is regularly reviewed throughout their employment. Staff members are actively supported to improve their knowledge and skills so they are well equipped for their roles working with the children. Staff are usually vigilant and implement a comprehensive programme of risk assessment in order to keep children safe from harm. The premises are kept safe and secure. All necessary records and documentation are in place and are maintained to a high standard.

Staff actively promote equality and diversity as they acknowledge and value differences, ensuring that their practical planning takes account of children's individual needs. Careful planning of the environment, such as the use of small furniture, promotes inclusion by ensuring that even the youngest children make choices and can take part fully in table-top activities and meal times. Overall, the nursery is well equipped, with a wide range of good quality equipment available. Many resources are imaginatively used to support children's learning and development, including the wealth of sensory experiences for babies. The spacious premises for toddlers and pre-schoolers are well defined to reflect each area of learning, though children are not always encouraged to have pride in the resources and to take care of these.

The nursery works well to establish beneficial links with other provisions attended by children with special educational needs and/or disabilities. Systems are in place to link with other early years settings to offer consistent support, though these are not implemented for all children attending other provisions. Parents speak highly of the nursery and feel well involved in their child's care and learning. There are effective arrangements to encourage a two-way flow of information so that parents may play a key role in the assessment of children's progress. The management and leadership of the nursery have high aspirations for the quality of the provision. This is reflected through the professional support given to staff and the strong emphasis on self-evaluation and ongoing improvement. Most of the previously-set actions and recommendations are well implemented to improve aspects of children's safeguarding, health, inclusion, planning and learning. The views of staff, parents and children are regularly sought to identify areas for development and to put into action clear plans to ensure a positive outcome.

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

Babies and children make good progress in their learning and development. This is because staff take care to identify individual needs and interests and, in practice, use these effectively to plan and foster experiences that interest, stimulate and equip babies and children with skills for the future. They confidently use their initiative to solve problems, such as designing their own family cards. A strong key person system ensures that staff know the children and their families well. This, along with a solid programme of observation, means that children's activities are regularly recorded. Their achievements are monitored to plan for their next steps though revision of records varies in consistency and planning is sometimes in terms of activities rather than addressing the early learning goals.

All children achieve well in their learning and development. Those with special educational needs and/or disabilities receive individual support from caring staff so that their achievements are recognised and valued. Children's progress is good in all areas of learning, but particularly good in creative development and communication language and literacy. This is because children are free for the whole session to become engrossed in their own ideas using a wide range of creative media. Children benefit from frequent opportunities to talk with staff about their chosen play and good use is made of indoor and outdoor spaces for varied mark-making and of small groups for story and musical activities.

Children of all ages feel safe and secure in the nursery as they develop strong attachments to the familiar people caring for them. They enjoy their time in the setting and settle quickly to their chosen play. They learn to keep themselves safe as they handle tools correctly, for example, learning to use a knife carefully at meal times. They have a good awareness of potential dangers and how to avoid them, for example, while balancing on wooden planks and negotiating adventure play equipment. They are familiar with emergency procedures as they frequently practise evacuation drills. Children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air, helping to grow vegetable and herbs, and making healthy food choices at snack and meal times.

Children demonstrate caring attitudes towards others as they include them in their play. They share the resources and willingly take turns, for example, with the technology equipment that includes battery toys and computers. The clear expectations of staff and the appropriate boundaries set mean that children receive good support to behave and to have good manners. The children are confident, inquisitive and enthusiastic because the nursery provision effectively meets their needs and provides interest and enjoyment.

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	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	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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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