

Busy Bees Nursery and Creche

Inspection report for early years provision

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Inspector

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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 Nursery and Creche is a limited company. It was registered in 2010 and operates from a self-contained premises near to the centre of Hereford city. Children have access to an enclosed outdoor play area. It is open each weekday from 7am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 35 children may attend the nursery at any one time. There are currently 73 children aged from birth to five-years-old on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 10 members of staff, all hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider and manager of Busy Bees Nursery and Creche have a clear vision for the direction of the setting; they are enthusiastic and committed to creating an inclusive environment where individuals are respected and valued. Staff are beginning to implement the comprehensive policies and procedures developed by the management. Consequently, children's welfare and learning and development are managed mostly effectively. The good liaison with parents, carers and relevant professionals contribute to improvements in children's achievement, well-being and development. Systems to evaluate and improve the practice are secure and result in a continually improving setting.

What steps need to be taken to improve provision further?

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

- develop effective teaching helping children learn so that they make connections in their learning, are actively led forward and can reflect in their learning
- develop the educational programme for children's Communication, Language Literacy by providing opportunities and practical activities for children to develop their knowledge of phonics
- ensure the health and safety policy is implemented effectively, this refers to procedures for reporting faulty equipment and any other potential hazards.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the setting has clear policies and procedures which are understood and implemented consistently by staff. The clear management responsibilities in relation to child protection mean that child welfare concerns are identified and responded to appropriately. The setting works closely with key agencies to ensure children are safeguarded and protected. Recruitment and vetting procedures are in place including induction of new staff and all staff hold appropriate qualifications. Staff have been given specific roles and responsibilities within the nursery this ensures they are able to develop their knowledge and expertise in specific areas and contribute to the daily organisation of the nursery. A comprehensive record of risk assessments is maintained covering most potential hazards children will come in contact with. However, they are not consistently used as a working document in that when potential hazards are identified the risk assessment records are not reviewed and updated.

The setting is well maintained and provides an environment where children and families are made welcome. Lovely displays and posters add to the ambience of the nursery. Children are grouped appropriately and each room is equipped with age-appropriate furniture and resources creating a child-friendly environment. The key worker system is used to help children settle and receive a consistent level of care. Children move through the nursery when developmentally ready and in consultation with parents. Plans to develop the environment to enable staff to further meet the needs of children have been identified. For example, parents and staff have worked together on plans to refurbish the outside area into a sensory wildlife area where children can explore and learn about the natural environment around them. The nappy changing area is also being improved so that staff have better facilities to hand. All children have access to the current outside play area and also taken on walks and outings both locally and further afield.

The staff develop a good knowledge of each child's backgrounds and needs using information provided by parents and ongoing observations. They identify a child's need for additional support as early as possible, discussing their concerns with parents and seeking advice and support from other professionals where appropriate. Support provided to children for whom English is an additional language is very good. The special educational needs coordinator has implemented good strategies to help children develop their understanding of English. This has resulted in rapid progress being made by the children in relation to communication and language development. Consequently, effective steps have been taken to close identified achievement gaps and to improve outcomes for this group of children.

The manager has taken positive steps to improve the partnership with parents and carers. Very good information is provided for parents so that they are fully aware of how the nursery operates on a day-to-day basis. Their views are sought through regular questionnaires which enable the manager to swiftly address issues raised by parents. The testimonials of parents are exceedingly complimentary of the nursery and highlight how the changes to the nursery have had a good impact on

children particularly in relation to their development. Parents' evenings are arranged so that all parents have the opportunity to meet with staff at a time that is convenient to them to discuss their child's progress. The project to refurbish the outdoor environment has actively involved and included parents especially fathers from design through to the practical work of putting the plans into place. Parents are encouraged to add comments and provide information and photographs to their children's developmental records. This provides staff with additional information about what children do at home and is also used as a discussion point between the key worker and children which helps them develop a sense of belonging and security.

The manager has developed effective systems to communicate high expectations to staff that lead to improvements which are well targeted and measurable in relation to the impact on outcomes for children. The views of parents, carers and staff are meaningfully used to influence staff development and plans for future.

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

All children make at least satisfactory progress in their learning and development and some groups of children make good progress in relation to their starting points and capabilities. Key workers get to know children well and use their knowledge of children's individual interests and stage development to plan activities which cover all six areas of learning. The staff have a satisfactory understanding of the early learning on the Early Years Foundation Stage and teaching methods. Systems for planning and carrying out observations and assessing the progress children are making are robust. The days activities are well organised; children have opportunities for outdoor play in the secure play area and younger children have regular times for rest and relaxation. Their individual routines are met. This helps promote their health and well-being.

Children develop their independence through daily routines, such as, taking responsibility for serving snacks in helping tidy away activities. They make choices and decisions about the activities they engage with. The staff interact with children and provide support and encouragement which helps children develop their independence and feelings of security. Children demonstrate a good bond with their key workers; they are forming positive relationships with adults and other children. Staff encourage children to play harmoniously and to learn to share toys and resources. Behaviour is generally good and children are beginning to learn right from wrong.

Children are developing satisfactory skills for the future. They are developing their language and communication skills through various activities including access to a good range of books, stories and activities which promotes their mark making abilities using a range of different tools and media. However, there is no consistent strategy currently in place for helping children to develop their knowledge and use of phonics using practical activities. Information and communication technology (ICT) equipment is readily available. Older children use simple computer programs to design and print patterns and take photographs using digital cameras. Younger

children have use of interactive toys which help them find out how things work. Children's creativity and imagination is promoted through a varied range of creative activities, such as, art, craft and music. Children use play dough to make Valentines hearts, they join in enthusiastically talking about what they're doing and show the finished article with pride. Children benefit from visits to the nursery from musicians and Zoolab, enabling children to participate in activities with experts in this field. For example, children enjoy musical activities with the visiting musician where they can use a variety of different musical instruments and learn about rhythm and beat. Children have encounters with animals, such as, spiders and reptiles and a visit to a local farm provided opportunities for them to learn about more familiar animals. This helps children develop their creativity knowledge and understanding of the wider world.

Children's good health is supported through good hygiene routines, healthy snacks and access to regular exercise. Cookery activities introduced children to different types of food and plans for the outside area will enable children to plant and grow fruit and vegetables themselves. Staff encourage children to learn about personal hygiene and stories, such as, 'Dirty Bertie' provide opportunities for children to talk about personal hygiene and good manners. Staff help children feel safe and secure within the environment and outdoors because they follow safe policies and procedures to protect children. During walks within the local community children are taught to walk safely while being well supervised as they walk along the pavements. Evacuation drills are regularly carried out and involved children so that they learn how to keep themselves safe.

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?	3
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	3
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	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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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