

Busy Bees Day Nursery at Bristol, Emersons Green

Inspection report for early years provision

Unique reference number 136018
Inspection date 16/02/2011
Inspector Samantha Powis

Setting address St. Lukes Close, Emersons Green, Bristol, Avon, BS16 7AL

Telephone number 01179 568222
Email Bristol.EmersonsGreen@busybees.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Busy Bees Day Nursery at Emersons Green, Bristol opened in April 2000. It is one of a chain of nurseries owned by a private national company. It operates from a purpose built, two-storey nursery located in the middle of a large housing and community development in Emersons Green to the east of Bristol City Centre, with close links to the M32 motorway. The nursery is divided into three separate rooms used by the different age groups of children, each room has a number of areas and separate bathroom facilities. There is a lift between the ground and first floors to allow easy access. The provision opens five days a week all year round apart from bank holidays. Opening times are from 7.00am to 6.30pm.

The setting is registered on the Early Years Register. They may care for up to 105 children from birth to the end of the early years age group, not more than 41 children under the age of two years may attend at any one time. There are currently 110 children on roll. The nursery welcomes children in receipt of government funding for three and four years olds. The nursery provides for children who learn English as an additional language and those with learning difficulties and/or disabilities. The setting employs 28 staff. The nursery manager holds level 3 qualifications in childcare and management. 14 of the remaining staff hold a level 3 qualifications and three staff hold a level 2 qualification in childcare. Two members of staff are working towards a level 4 qualification. The nursery employs a member of staff with Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and making good progress within the welcoming nursery. They benefit from being cared for by skilled staff with whom they are comfortable and familiar. Excellent relationships are established with parents which ensures that staff have a clear understanding of children's individual needs and routines and offer consistency in the care they offer. Systematic reviews and evaluations of arrangements throughout all areas of the nursery ensure that positive changes continue to be made to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- review the organisation of small group activities and resources to further promote children's learning and development, with particular reference to the pre-school room
- review the arrangements for carrying out daily checks, to ensure any safety issues are identified and addressed promptly.

The effectiveness of leadership and management of the early years provision

Secure systems are in place to keep children safe. Staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. They attend training to keep their knowledge up-to-date, and have a confident awareness of the settings own policies and procedures. This helps to protect children from harm. Rigorous recruitment and vetting procedures followed to confirm staff's suitability when they first start at the nursery and as they continue to work with children. Staff supervise children well at all times and good staff deployment helps to ensure they are safe and well cared for. Risk assessments are completed on all areas throughout the nursery, however sometimes staff forget to carry out daily safety checks which leaves minor safety issues, such as mats with raised edges, unaddressed. Documentation is well organised and used well to support children's safety. For example, accident reports are reviewed frequently to identify areas for improvement to prevent an accident re-occurring.

The manager of the setting offers strong leadership and is clear on her aims and objectives. All staff are confident in their roles and are dedicated to working as part of a team to support children's needs. They welcome training opportunities and are actively encouraged to share what they know with other staff helping to ensure that all staff have a confident awareness of the Early Years Foundation Stage framework and of the settings policies and procedures. Excellent arrangements are in place to ensure children are cared for by consistent staff, minimising changes and providing them with a familiar, relaxed routine which helps them to feel settled and secure. Comprehensive procedures are in place to evaluate all areas of practice throughout the nursery. Outside professionals, senior management, staff, parents and children are all involved in identifying what works well and what needs to be improved. This positive approach ensures that the nursery constantly improves the outcomes for children attending. The setting has made good improvement since their last inspection, particularly in relation to the partnerships established with parents. Resources have been increased throughout all areas of the nursery and outdoor areas now provide excellent learning opportunities for children of all ages. Staff are well qualified and experienced in their roles and provide consistent care for the children. This all helps to ensure that children are confident and secure and make good progress.

The nursery environment is bright and welcoming to children and their parents. Good standards of hygiene throughout help to ensure children's ongoing health and welfare is supported. Overall, areas are well organised to allow children excellent choices and encourage them to get involved. For example, in the toddler room an exciting role play area including a tent encourages children to explore and investigate. Resources in some areas within the pre-school room have been developed well, such as the mark-making and creative areas, however, the role play and construction areas are less well organised which at times limits children's full involvement and therefore their learning. Staff in the baby room provide many sensory experiences for the children, including a black and white area to stimulate

these younger children's interests. Outdoor areas provide children with opportunities in all six areas of learning, allowing them to learn and develop new skills whilst benefiting from being out in the fresh air.

Relationships with parents are outstanding. The role that parents play is recognised as being an important part of providing high quality care for children. Parents are provided with excellent information about the nursery when children first start and continue to receive regular updates through newsletters. As children progress through the nursery this information is updated so that both parents and children feel confident about any transitions. Through diaries, key person boards, parent's evenings and daily discussions, valuable information about children's preferences, routines and needs is shared helping to ensure consistency and continuity. Through the parent liaison group, comments box and audits, parents have opportunities to share their thoughts and ideas about how the nursery operates. Parents are fully involved in their child's learning. Plans of activities are on display and they frequently share children's development records with the key person. This helps parents to understand their child's progress and contribute observations from home to enable staff to better plan the next steps for each child. Parents are made to feel very welcome within the setting and often attend workshops such as one on the importance of bedtime stories, to help them develop their own knowledge to benefit their children. There are good systems in place to support children with additional needs. Staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included within the setting. Links are being established with other settings to which children attend and also settings to which children go on to attend, such as school, helping to make the transition as easy as possible.

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

Children throughout the nursery are very happy, settled and secure. They are confident and keen to get involved. They are encouraged to be increasingly independent and make choices about their play, organising their own resources. For example, children playing in the role play area outside use the sand from the tray to make their own cakes and pies, demonstrating their confidence to explore and investigate. Babies and younger children respond positively to their experiences with smiles and giggles. They look excited as they roll and reach out for the interesting objects placed strategically to encourage them to become increasingly mobile. Older children select from the well equipped creative area, sometimes working together to achieve their intended end result. 'Look at our space ship' they say excitedly and decide that just a little more cellophane is needed to complete the perfect model. Children are polite and learning to manage their own behaviour due to the consistent and appropriate strategies used by staff. A simple explanation with some two year old children encourages them to take their turn on the trikes, helping them to share and negotiate. Children are encouraged to be respectful of each other. They celebrate different festivals and use a wide range of resources that offer positive images of diversity. Some children enjoy making paper plate faces using various skin tone paints and

different coloured wools for hair. Children develop a strong sense of belonging. Babies enjoy looking at the photos on display of themselves and their families and older children self-register using their individual name cards. Children know what is expected through familiar routines and explanations and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children enjoy listening to stories and sharing books and have good access to a wide range of texts within all areas. Most areas make good use of written labels to increase children's awareness that print carries meaning. Display boards demonstrate an outing to the local shops, where children selected items and looked carefully at the text on the labels and then have a go at making their own labels, encouraging them to use mark making. Staff implement strategies such as Every Child a Talker (ECAT), which helps to raise children's achievement in early language skills by evaluating the provision offered to each of them, to develop skills for later life.

Children's learning is well planned for which means they are all making good progress. Regular observations made by key persons help to ensure that the majority of activities are at the correct level to support and challenge each child individually in taking the next step. Future plans focus primarily on children's interests, ensuring children are motivated and keen to be involved. There is a good balance of group and child-led activities and opportunities to play indoors and out, however, the organisation of some group activities limits children's full involvement as there are too many children involved to allow them to get the most out of the activity.

Children are involved in problem solving and use numbers regularly as they play. As children are using the paints they talk about place and order, deciding who goes first and who goes last to select the colour of paint to use. Children always have access to some materials which allow them to express themselves creatively. Children are involved in gardening activities, planting fruit and vegetable then harvesting the crop, learning about growth and nature. They regularly use technology, accessing electronic toys and games to increase their confidence and gain new skills.

Children learn positive procedures regarding personal hygiene through regular routines and discussion. Staff talk to children about the benefits of a healthy diet and older children engage in activities such as making paper plates of healthy foods and unhealthy foods. Children enjoy the healthy snacks and meals prepared by the nursery cook which meet their individual diet and developmental needs. This increases children's awareness of a healthy diet helping them to make positive independent choices later in life. All children have daily opportunities for fresh air and exercise to promote their health. Children learn about safety as they engage in daily activities and are reminded of boundaries within the setting which are there to keep them safe. They practise the emergency evacuation procedures regularly to ensure they are all confident in what to do should an incident occur. Visitors to the setting, such as the local police officer help children to learn about safety in their own community and encourage them to consider safety in their day to day life.

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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

