

Busy Bees Day Nursery at Burton

Inspection report for early years provision

Unique reference number 218446
Inspection date 15/02/2011
Inspector Mary Henderson

Setting address Second Avenue, Centrum One Hundred, Burton-on-Trent,
Staffordshire, DE14 2WF

Telephone number 01283 535000

Email

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).

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.

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

Leapfrog Day Nursery - Burton is part of the Busy Bees Childcare Limited group. It opened in 1998 and operates from a purpose-built building on the edge of a retail park close to the centre of Burton-on-Trent, Staffordshire. Children come from a wide catchment area. All children share access to a secure and enclosed outdoor play area.

The nursery is registered by Ofsted to care for a maximum of 108 children from birth to eight years old. They are registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 114 children on roll. The nursery is open from 7am to 7pm Monday to Friday throughout the year.

The nursery currently supports children with special educational needs and/or disabilities and children who have English as an additional language. They employ 16 members of staff, 10 of whom hold appropriate early years qualifications. There is one qualified teacher on roll and one member of staff is qualified to Level 6.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Relationships between key workers, the children and their parents are effective in ensuring good outcomes for all children. The liaison between the key workers and other providers of the Early Years Foundation Stage also contributes to children's inclusion and the ongoing identification of their individual needs. Staff at the nursery ensure outings and all indoor and outdoor space and resources provide an interesting and stimulating environment. There are good systems in place to evaluate the provision. Most systems to ensure the risk assessments are robust are in place.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being

The effectiveness of leadership and management of the early years provision

The day-to-day staff and overall management are a strong team who are committed to continually improving outcomes for children. The staff have developed positive relationships with other providers of the Early Years Foundation Stage, thereby ensuring inclusion and consistency for all children on roll.

The staff are committed to supporting children with special educational needs

and/or disabilities and children with English as an additional language. With parental support, this includes identifying children's individual requirements and ensuring the appropriate professional support is accessed.

Risk assessments in place identify most possible risks to children in the indoor and outdoor areas and on all outings. However, the systems do not yet fully include all that a child may come into contact with, such as, toilet cleaning brushes. Staff are fully aware of the safeguarding policies and procedures of the setting and implement them well. All adults are suitably checked and vetted.

There are good self-evaluation systems in place which include input by the management, staff, children and their parents. The systems identify areas of strength and areas for further improvement.

Engagement with parents is good. There is daily written and verbal two-way exchange of information to ensure each child's needs are identified and met. Parents have free access to their child's learning journey at any time and they know how to access the policies and procedures of the setting.

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

Children's current and ever-changing interests are fostered well by their key workers. The children explore their environment, identifying features and noticing the natural world. They like to go on local walks to find insects, collect leaves and listen to the birds. They also notice the changing seasons and enjoy throwing snowballs with their peers. The staff enhance children's interest in animals and wildlife through visitors. These include Zoo Lab, who bring in various reptiles, small animals and interesting insects, and talk to the children about where they come from and their habitats. Children have also cared for an incubating egg until it hatched and talk about the chick's lifecycle. Other visitors are invited into the nursery, including the ambulance, police and fire officers, who talk to the children about personal safety issues. Children's understanding of safety issues is further extended through stories and discussions and as they learn to cross the road with the staff. Children show good levels of feeling safe within their environment as they seek out support and comfort from their key workers. They smile, giggle and show confidence as they help themselves to the accessible resources and move between the indoor and outdoor play areas as they wish.

Opportunities for children to learn about a healthy lifestyle are excellent. Through discussions, topics and social interaction with staff during meal times, children have a secure understanding of the importance of being healthy. Children are provided with a healthy balanced diet that meets with their individual requirements. Children's healthy lifestyle is fostered very effectively through daily free access to outdoor play where they like to use the climb and balance equipment, throw and catch the balls and run around in the fresh air. They are independent and know to wash their hands before eating and after visiting the toilet.

Children are well behaved as they are meaningfully engaged in their current interests. They share and take turns with resources and show good levels of confidence as they access resources that are housed in well-defined areas. Children help themselves to creative resources like dough, paints and crayons, and they like to use the glue and stick resources freely to make pictures to take home or display. Children's sense of belonging is fostered well as their work is displayed by the staff for both them and their parents to enjoy. The children's interest in information communication and technology is also fostered well which extends their skills for the future. They use a range of computer programmes that support their mathematical thinking and problem-solving skills. Older children like to self-register using the computer white board. Babies and young toddlers enjoy exploring various battery-operated toys by pushing the buttons and listening to the noises they generate.

Children are beginning to have a good understanding of people who have different needs, views, cultures and beliefs. They play with a broad range of toys and resources that reflect positive images of diversity, including dolls, dressing up clothes and small world people. They also explore a range of festivals around the calendar year through artwork, stories, visitors and food-tasting activities. Children's interest in the world around them is further fostered through their interest in fundraising and recycling activities.

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	2

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	1
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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met