

Busy Bees Day Nursery at Leamington Spa

Inspection report for early years provision

Unique reference number	EY289489
Inspection date	16/02/2011
Inspector	Carol Johnson
Setting address	Warwick Gates Business Park, MacBeth Approach, Leamington Spa, Warwick, Warwickshire, CV34 6AD
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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 Leamington Spa is one of a number of nurseries run by Busy Bees Nurseries Limited. It has been open since 2001 and operating as Busy Bees since 2004. It operates from a purpose-built building on the outskirts of Warwick and Leamington Spa. It is situated close to an industrial estate and residential areas. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. It is open 52 weeks of the year from 8am to 6pm, with the exception of bank holidays. An additional out of hours service is available at the beginning and end of the day on request and for an extra fee. A maximum of 122 children may attend the nursery at any one time. There are currently 120 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 26 childcare staff, including the manager and relief staff. Of these, 19 hold appropriate early years qualifications to at least level 3. The nursery also employs a head chef, an assistant chef and a financial administrator. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and their awareness of the benefits of a healthy lifestyle is fostered extremely well. Children come first and staff work extremely hard to ensure that each child is included and feels valued and special. Staff members have forged good relationships with parents and other professionals and this ensures there is a shared understanding and continuity about children's needs. The majority of paperwork is maintained extremely well and in the main, space and resources are used effectively to help children learn and develop. Systems to evaluate and improve practice are secure and the nursery demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that a daily record is maintained of children's hours of attendance (Documentation).

23/02/2011

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

- develop the outdoor environment to enhance children's learning and development and to provide them with more opportunities for doing things in different ways and on different scales than when indoors.

The effectiveness of leadership and management of the early years provision

On the whole, children are effectively safeguarded. Policies and procedures to ensure the safe and efficient management of the setting are comprehensive and generally work well in practice. However, children's welfare is not fully assured because accurate records are not always maintained with regards to their daily hours of attendance. All staff members have attended some safeguarding training and this is reflected in their good knowledge of appropriate child protection recording and reporting procedures. Safety is afforded a high priority and risk assessment procedures effectively identify and minimise potential safety risks to children. Security of the premises is excellent. Robust recruitment and vetting procedures ensure the suitability of staff and thorough induction procedures are implemented for new staff members.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who continually strive to make the nursery attractive and welcoming to all. Inclusive practice is evident throughout the nursery. Regular communication between staff and management means that good practice and the desire to make the setting the best that they can is actively encouraged and shared. The personal and professional development of staff is actively encouraged and a variety of training courses have been attended. Management successfully lead and encourage a culture of reflective practice. All recommendations raised at the setting's last inspection have been addressed and outcomes for children have improved as a result. New targets for the future have been identified and various action plans devised.

Children are flourishing in the warm and welcoming environment provided by the nursery. They enjoy easy access to a variety of good quality resources and have plenty of space to play and rest. Staff are aware of the value of working alongside parents and other professionals and have forged effective partnerships. Staff and parents regularly exchange information about individual children and this helps to ensure consistency of care. Parents receive plenty of good quality information about the nursery and their children. For example, they receive newsletters and can view the array of information displayed on noticeboards throughout the nursery. There is a parent liaison group at the nursery and this helps to foster effective communication between parents and the staff team. Parents interviewed during the inspection speak highly of the setting and comments praise the way staff care for the children, the range of activities provided and the quality of the food.

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

Children are having lots of fun. They are progressing well because they are happy and secure and staff plan a wide range of experiences based on their individual needs and interests. For example, several of the preschool children brought plastic dinosaurs into the nursery and this inspired a variety of activities that included making plaster dinosaur models and engaging in lots of imaginary play. During their play, children talk about the features of the different dinosaurs and compare colour and size. Related artwork, which is on display, shows that some children have attempted to write the dinosaur names on their drawings and some recognisable letters are evident. Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting and calculating is cleverly encouraged through planned activities and everyday experiences and children can access a wide selection of books. Children are at ease with staff and happily chat to them about things that interest them. Staff show children that their comments are valued by listening and asking questions.

Staff observe children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. They understand how children learn and develop and carefully consider the different needs of individual children and groups of children when planning experiences. Each child has a 'learning journal' that contains examples of their artwork, some photographs and their observation and assessment records. These help to build up a picture of their time at nursery and are maintained by children's keyworkers. Parents are encouraged to take the journals home and to add things that would be of interest or benefit their child.

Children's welfare is enhanced because excellent steps are taken by the setting to promote children's good health and well-being. They engage in an abundance of physical activity and hygiene routines are thorough and routinely reinforced through discussion and everyday practice. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptionally high standard. Meals and snacks are very healthy and nutritious and staff encourage children to make healthy choices and to understand about the benefits of a healthy lifestyle. Outdoor areas are used by all the children on a daily basis and there is plenty of equipment to encourage their all-round physical skills. There are areas for children to ride bikes, discover nature and to generally run around and expend energy. However, this area is not utilised to its best effect. The nursery has identified that the outdoor area is something they would like to improve in order to maximise children's enjoyment and learning potential when outdoors.

Children's imagination is flourishing and they take pleasure in acting out familiar experiences. For example, the role play area in preschool is currently set up as a doctor's surgery and children enjoy dressing as doctors and nurses and listening to heartbeats using stethoscopes. They enjoy easy access to a variety of resources and experiences that help them to develop a positive self-image and a knowledge

and understanding of the wider community. They explore similarities and differences in meaningful ways and learn about a range of cultures and festivals. Children's understanding of safety is clearly demonstrated through their play and communication. For example, they know that they must not run inside because they might fall and hurt themselves or others. Staff offer gentle reminders when necessary and teach children to share and take turns. Children behave well and are confident and self-assured. This is because staff provide them with good role models to follow and use a range of positive strategies to manage their behaviour. Children's good behaviour, effort and achievement is promptly acknowledged and rewarded.

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
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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	1
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