

Busy Bees at Leyton Road

Inspection report for early years provision

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Inspector	Jo Rowley
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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 Day Nursery is one of a chain of nurseries run by Busy Bees Nurseries Limited. It opened in 1997 and operates from two floors in a large converted house situated in Harpenden, Hertfordshire. A maximum of 55 children may attend the nursery at any one time and there are currently 71 children from three months to five years on roll. Of these, 26 children receive funding for nursery education.

The nursery is open each weekday from 7.15am to 6.30pm all year round with children mainly attending from the local area. The nursery supports a small number of children who speak English as an additional language and all children have regular access to a secure enclosed outdoor play area.

The nursery employs 16 staff, of whom 10 including the manager hold appropriate early years qualifications to level 2, 3 or above. Three staff are working towards qualifications and there is one member of staff with an Early Years Qualified Teacher Status. The nursery employs a full time cook and they have regular administration support.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage is flexible and covers all areas of learning. Staff ensure that children have access to a good range of resources so that children receive experiences that promote their progress overall, as well as being enjoyable and fun. Staff use comprehensive safeguarding procedures and ensure that they have an accurate knowledge of each child's individual needs to ensure that every child is included. Partnerships with parents, carers and other agencies and settings are developed and these relationships help to promote continuity of care and learning for children and families attending. Self-evaluation procedures are well established and result in a provision that seeks to make continued improvement and therefore is able to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- incorporate children's next steps consistently into the planning to ensure that activities are tailored to the needs and abilities of individual children
- develop the two-way flow of information with parents of older children. This is with reference to sharing information about observations, planning and activities that children take part in.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are thorough and ensure that children are effectively protected. Designated staff are encouraged to update their training regularly to fully protect children and all staff ensure that only vetted persons have access to children. This is further supported by the safe premises, which are accessed by an intercom system. Managers adhere to effective recruitment and vetting procedures to ensure that all staff working with children are suitable to do so and hold the required clearances. For example, thorough induction and probationary periods are provided for new staff and this continues with regular staff meetings and one-to-one appraisals, with staff completing self-assessments beforehand. Training is given good emphasis by the manager to ensure that standards of care, for children, continue to develop. Self-evaluation processes have been developed to ensure that all staff have opportunities to share their ideas of the settings strengths and areas of improvement. Comprehensive risk assessments are in place to ensure that hazards are minimised, with a dedicated member of staff, and deputy, taking responsibility for updating all staff with health and safety information.

Staff are generally well-deployed throughout the nursery and the environment is conducive to learning and resources are used well to achieve the planned goals for learning and development. For example, children of all ages are able to select from resources which are stored at their height with some descriptions of the resource displayed, promoting inclusion. Partnerships with parents are good because effective methods of communication, such as, 'parent forum meetings' are held to promote these relationships. The forum meetings include a group of parents whose children attend the setting. They meet regularly to discuss issues and help organise fundraising or fun day opportunities for the nursery. However, parents of some older children demonstrate that they are not fully informed of their children's learning and achievement goals or know what activities their children are taking part in during their time at nursery. The nursery places the promotion of equality of opportunity and children's personal, social and emotional development at the centre of its work consistently promoting diversity and social awareness. Staff are aware of children's individual learning styles and this ensures that each child is able to achieve. Staff have developed relationships with other settings that children are, or will be, attending. For example, they promote 'going to school' topics where older children are encouraged to show everyone their new school uniforms, their book bags and discussion about going to school is promoted with visits to their new school, if appropriate.

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

Children are offered a wide range of activities which help them make good progress overall in their learning and development. Learning journeys and observations, including tracking progress sheets, are in place for all children and their next steps are mostly recorded. However, these are not incorporated into the

planning of activities and therefore, planning is not always tailored to the needs and abilities of individual children. This means that children may not always be supported to achieve their full potential. Children of all ages show an avid interest in books and reading as, for example, younger children sit with a member of staff and listen to a story whilst older children have individual library books which they are encouraged to change frequently, take home and share with their families.

Children are keen to develop their knowledge and understanding of the world with younger children exploring the various sensory baskets within the nursery. Older children show very good understanding of the world around them as, for example, they take part in regular French lessons. Children are enthusiastic, enjoy their lesson and show great pride as, together, they sing 'Heads, shoulders, knees and toes' in French. Children independently explore technology using resources such as binoculars and magnifying glasses as well as a computer, where they are able to work alone or with friends and then print off the pictures they make. All children's physical development is well promoted as they have regular access to a well resourced outside area. The area is recently improved and provides children with opportunities to have the inside resources outside and this promotes free-flow play. The nursery also provides children with waterproof trousers so that in rainy weather they can still get out to play and enjoy puddle jumping which is promoted. Therefore, children's learning and development is consistently promoted.

Children have opportunities to be creative as they explore, for example, paint play. Young children are encouraged to use brushes independently as they paint their hands and feet and as staff join in with this activity they encourage children further. Older children also have opportunities for painting and this is extended to include colour mixing. Children use different resources, such as, shredded paper and corn flour mixture to further explore different materials and develop their creative skills. Staff are able to encourage children to join in with activities, whilst offering them sensitive support, where needed. This promotes children's confidence as they are eager to explore and are active in their own learning. All activities offer appropriate challenges and ensure that all children feel included.

All children enjoy music and singing and are encouraged to join in by staff. For example, young children use a range of musical instruments, including instruments made by staff such as different bottles which are filled with different materials, such as, water and glitter. Older children have opportunities to participate in 'wake and shake' sessions which encourages them to move their bodies to the rhythm of the music. Children have some ownership of their health and hygiene within daily routines. For example, they discuss hand washing frequently and know that they do this to remove the germs. Children are reminded to understand the importance of either using tissues or covering their mouths when they cough to prevent the spread of germs. They understand when they are thirsty telling staff after outside play that they need a drink because they are hot. Older children are encouraged to help set up for lunch by handing out cups and cutlery to their friends as well as serving their own meals, promoting independence.

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	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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