

Busy Bee Day Nursery

Inspection report for early years provision

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Inspector	ISP Inspection
Setting address	7b Church Green, Ramsey, Huntingdon, Cambridgeshire, PE26 1DW
Telephone number	01487 711643
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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 Bee Day Nursery was registered in 1997. It operates from single story premises in the town of Ramsey, Cambridgeshire. Children have access to two enclosed areas for outdoor play. The setting is open each weekday from 8am until 6pm.

The nursery is registered on the Early Years Register to care for a maximum of 22 children in the early years age range. There are currently 39 children on role. Staff are able to support children who have learning disabilities and/or difficulties.

The nursery employs seven members of staff to work with the children, all of whom hold appropriate early years qualifications. One of the owners is a qualified teacher. The nursery receives support from local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for by caring and attentive staff who value each child as individuals. They make good progress in their learning and development through participating in a range of stimulating activities and experiences that interest them. Comprehensive procedures for observing and assessing children's progress are in place and plans of activities are based on children's interests. Positive relationships with parents are in place, which is effective in meeting children's individual needs. The staff team are led and managed well by managers who demonstrate a firm commitment to improving and continuously developing the provision.

What steps need to be taken to improve provision further?

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

- implement regular staff appraisals to identify the training needs of staff.

The effectiveness of leadership and management of the early years provision

Clear safeguarding systems are in place to protect children within the nursery and staff attend regular training to ensure they are up-to-date with the most recent information. Robust systems are in place to ensure that all staff who work with children are suitable to do so. A clear induction programme ensures that staff are familiar with all policies and procedures and effectively implement them into the day-to-day running of the nursery. A thorough record of risk assessments are maintained to ensure children can play in a safe and secure environment. Staff are deployed very effectively and work closely as a cohesive team to provide good supervision of children, both inside and outdoors.

Staff create a very stimulating and interesting play space in all areas, which allows children to enhance their learning through creative play and exploration. Staff also strive to provide a homely environment for all. As a result, children of all ages play together very well and are able to move freely throughout the nursery and outdoor area. This allows siblings to spend quality time with each other and encourages older children to show kindness and consideration for younger children. For example, an older child spontaneously fetches a ball for a baby to play with outside. Outdoor areas are well used and children play out in all weathers, fetching umbrellas when it begins to rain. Staff provide a fully inclusive service to all children attending and ensure that no child is disadvantaged in any way. Individual children's needs are thoroughly addressed through staff's clear knowledge of all children and their families.

Parents are made to feel welcome in the nursery and stop and chat to staff when they drop off or collect children, exchanging information at these times. Parents are well informed about all aspects of the nursery through newsletters and an informative notice board. Relevant, clear information is gathered from parents at the beginning regarding their child's care and development and progress records are available to parents at all times. Staff are beginning to complete summary reports at the end of each term which will be shared with parents as a more comprehensive view of their child's progress. Parent's views are positive and they express their satisfaction with the good care provided, especially the support received from staff when helping their child settle. The nursery exchanges information about children when they attend other settings to ensure effective continuity and progression and good links are forming with local schools.

The nursery is led and managed well by a management team, who have built valuable relationships with all members of their staff and offer good support. There is clear vision for the future and procedures for self-evaluation are effective in monitoring and evaluating the provision. Staff are motivated to attend professional training, which enhances their current knowledge and skills. However, there are no systems in place for regular staff appraisals to identify clear individual training needs of staff.

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

Staff respond well to children's interests and different development needs to provide an interesting environment that enhances children's learning. Staff are secure in their knowledge of how children learn. Children communicate confidently with staff, who provide consistent support and through effective questioning allow children opportunities to think for themselves and make their own decisions in their play. As a result, children make good progress in their learning and development. Progress files provide a comprehensive record of the progress children are making towards the early learning goals. Observations are meaningful, clearly linked to the areas of learning and provide realistic next steps for children to work towards.

Children's personal, social and emotional development is supported very well through all aspects of the nursery. Children's opinions are valued and they are made to feel that their contribution matters, for example their own work is attractively displayed throughout the nursery. They have good opportunities to develop independent skills at all times, through choosing their own resources, fetching and preparing snacks and pouring their own drinks. Children enjoy being the daily 'worker bee' to help with the special jobs.

Children play in a word rich environment and show a good appreciation of books, which they can access in the cosy book area. They independently access a variety of writing materials from a well resourced mark making area and have good opportunities to recognise their name, for example, on name cards for snacks. Younger children learn about problem-solving through puzzles and construction. Older children develop their counting skills through practical activities such as counting the number of quiches made and recognising that they need two more to fill the tray. Children learn about the world around them through visits to the local, church, fire station and duck pond. They learn about the wider world through celebration of festivals such as Chinese New Year. A computer is accessible at all times and resources such as real cameras, telephones and calculators help children become familiar with technology.

Children of all ages have good opportunities to participate in exercise and develop their physical skills on a daily basis. They particularly enjoy following the actions from a music tape and running through the wind with ribbons and pom-poms. Older children display good hand and eye co-ordination as they kick a ball high into the air. Children have the ability to express their creativity through participating in a range of activities including sand and water play, painting and sticking. Staff are imaginative in creating fun and interesting role play situations to enhance children's learning, for example, a garden centre, seafood restaurant and animal hospital.

Children's welfare is effectively promoted. All staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Children learn about healthy eating through the range of balanced and nutritious snacks provided. Snack time in particular allows children to share a relaxed, social experience with each other and staff who eat and drink with them. Children are protected from the risk of fire as regular evacuation drills are carried out so that children and adults know what to do in the event of a fire or emergency. Positive behaviour is consistently praised and encouraged by staff both verbally and through sticker rewards, which helps to build up children's self-esteem. Children feel safe and secure in the setting and this is demonstrated through their happy and confident disposition.

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	1
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	1
The extent to which children develop skills for the future	2

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