

# Busy Bees Montessori Nursery

Inspection report for early years provision

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**Unique reference number** EY240142  
**Inspection date** 22/03/2011  
**Inspector** Anne Archer

**Setting address** 77 Park Road, Rushden, Northamptonshire, NN10 0LH

**Telephone number** 01933 410 544

**Email**

**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 Montessori Day Nursery was first registered in 1991. The nursery operates from premises close to the centre of Rushden in East Northamptonshire.

The accommodation consists of two buildings on the same site. The under three's unit operates on the ground and first floors of the main building which also houses the kitchen. The pre-school building is purpose built and consists of two play rooms and associated facilities including the manager's office. Children have access to an all-weather outdoor play area.

The nursery is open each weekday throughout the year from 7.30am to 6.30pm. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may care for up to 96 children under eight years at any one time. There are currently 207 children on roll. All are in the early years age range.

The nursery employs 18 permanent childcare staff and 13 relief staff. Most staff hold relevant early years qualifications including five who hold qualifications above Level 4. The nursery also employs a cook, two cleaners and a maintenance person to support the childcare staff.

The nursery is a member of the National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children at the nursery participate in a rich, varied and imaginative programme of activities ensuring they make excellent progress in their play and learning. Their welfare and care is exceptionally well promoted in the supportive highly stimulating environment. Safeguarding children is given the highest priority and the implementation of policies and procedures is robust and consistent throughout the nursery. Partnerships with parents are professional and valued. Staff know the children very well and as a result manage their individual needs very successfully. Self-evaluation systems are robust as management appreciate the importance of ongoing development to sustain high standards.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the steps being taken to ensure resources and the

environment are fully sustainable.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is secure because the adults working at the nursery at all levels have a very good understanding of their responsibilities in relation to child protection and are highly skilled at keeping children safe. Their knowledge and understanding of potential concerns and how to respond to them depending on their role is commendable. Recruitment and induction processes ensure that staff are suitable to work with children and staff are very loyal to the provision. There are very secure systems practised in relation to the collection of children by appropriate adults and the monitoring of visitors.

Policies and procedures are reviewed at least annually and cascaded to staff to ensure the safeguarding and welfare of children is a priority. Management conduct risk assessments on all areas of the nursery and equipment that children come into contact with and update them annually or when anything changes. Action plans are devised and implemented by staff to reduce the risk of potential hazards. Staff support children in their learning to keep themselves safe by, for instance, teaching them to use tools and equipment properly. Very effective steps are taken to promote children's good health and well-being and clear, concise procedures are in place to care for children who become unwell and to prevent the spread of infection. Staff are fully aware of the procedures they should follow in the event of an accident or an emergency.

The effectiveness with which the nursery promotes equality and diversity is excellent. Those in charge have high aspirations for quality and a strong commitment to equality and diversity. The methods used within the nursery to support children's learning and well-being are practised by all staff and consistently improve outcomes for children in relation to starting points and capabilities. Positive behaviour management strategies are very well implemented throughout the nursery and significantly impact on children's well-being.

The effectiveness of the nursery's engagement with parents and carers is outstanding. Relationships are positive and well established enabling staff to be fully informed of children's changing needs. Parents are frequently asked for their views and these are responded to and taken into account when important decisions are being made. Parents are kept very well informed about their children's achievements, well-being and development both verbally and in writing through daily diary sheets in the under three's unit and on information white boards in the pre-school building. These inform parents of what the day's learning intentions are and what the children have been doing.

All parents receive regular reports about their children's progress towards the early learning goals and they have the opportunity to attend regular parents' evenings. Monthly newsletters are distributed and also displayed on parent notice boards around the nursery. Each month a different nursery policy or procedure is highlighted on the notice boards for parents' information. Parents are encouraged

and enabled to contribute to their child's on-going assessment by sharing what they know about their child's progress and development. Each area of the nursery has an achievement board on which parents can write a comment about or an example of their child's learning. Staff use this information when they are planning for children's next steps.

Procedures for liaising with other providers of the Early Years Foundation Stage are comprehensive although currently unused as the nursery does not share care. The nursery accommodation is well suited to its purpose. The forward thinking management team uses space well to maintain a stimulating learning environment in which children of all ages make excellent progress. Resources, including staff, are of high quality, plentiful and suitable. They are used very effectively to support children learning and development. Changes and updates to the premises, equipment and resources are ongoing to ensure that the nursery continues to meet the needs of the children attending.

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

Children show contentment in their surroundings yet are eager to take part in the exciting activities on offer throughout the nursery. Children make outstanding progress in their learning and development across the age range. Children make choices about the activities they participate in and planned activities reflect their interests and learning needs.

Weekly, flexible planning ensures children's progress is secure and that they are on target to meet their full potential. Staff use their observations of children at play and information provided by parents to assess each child's next steps in learning across the six areas.

Even the youngest children learn about health and safety routines within the nursery. Babies experience having their hands and faces wiped before and after food and are corrected if they attempt to do anything which may prove unsafe such as try to follow a member of staff through the safety gate into the kitchen area.

Three and four year olds know how to handle tools and equipment to keep themselves safe. For instance, while building a castle using scissors, tape and a large card board box. They readily go off to wash their hands before tea, telling each other when there is space at the basin. All children clearly enjoy the attention of their carers and show by their behaviour and mannerisms that they feel safe.

Children learn to listen to their bodies as they take their coats off to cool down after playing in the garden in the sunshine. Two and three year olds soon learn to hold on to the rope as they walk in a line between their room and the garden so that they keep safe. Children show by their actions that they understand nursery rules and boundaries and they behave exceptionally well.

Children play a full and active role in their learning by showing great curiosity and desire to explore. For instance, during a messy play session, babies happily play alongside each other putting their hands into the jelly and moving it around.

Older children play both independently and in small groups, often supporting each other. Some children seek out adults and their time is given unconditionally to support the children's interests and learning needs. Children listen attentively to stories, particularly favourites about the dentist and the dinosaur. They join in enthusiastically with singing songs and action games such as duck, duck, goose. Overall, children develop excellent skills for the future through the varied range of activities provided for them and through the inquisitiveness and energy which they put into their play.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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