

Busy Bees Day Nursery at Bishops Stortford

Inspection report for early years provision

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Inspector	Alison Reeves
Setting address	Turners Crescent, St Michaels Mead, Bishops Stortford, Hertfordshire, CM23 4FZ
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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 registered in 1999. It operates from a purpose built building in St Michaels Mead, Bishops Stortford, Hertfordshire. Children have access to several outdoor areas. They are open each weekday from 7.00am to 6.00pm throughout the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 74 children may attend the setting at any one time. There are currently 138 children aged from six months to four years on roll, attending various sessions. The setting welcomes children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are 15 members of staff working with the children including the manager. Most members of staff have relevant Early Years qualifications. The manager has a qualification at Level 5 and is working towards Level 6.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are well supported and benefit from a team of enthusiastic staff with very good knowledge of each child's specific needs. Children are highly valued and play a key role in shaping the provision of activities. This ensures they are making good progress appropriate to their age, ability and starting points. Most aspects of planning and assessing children's progress are successful. Policies and procedures are implemented effectively to promote children's welfare and safety. Relationships with parents are superb and those with other providers are established. Self evaluation is embedded and demonstrates the commitment to further developing practice to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the links between observations and planning for individuals

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in

place to manage any concerns they may have about children in their care. Robust recruitment procedures mean staff are appropriately vetted to ensure they are safe and suitable to work with young children.

Staff make effective use of up-to-date risk assessments, various daily checks and a number of health and safety based audits to support them in ensuring all the areas used by the children are safe.

Staff knowledge of the Early Year's Foundation Stage is very good and they use this well to support children in their learning. An inspired range of initiatives is cascaded to staff through workshops, conferences and staff meetings. These are incorporated into the curriculum effectively. The setting is very well resourced with a wealth of high quality and diverse toys and equipment that give children a flavour of the wider world. The environment is extremely well organised and accessible to the children. For example, excellent use is made of the superb outdoor areas and this means that children are able to thrive and make good progress in their development.

Comprehensive systems for evaluating the setting and for staff to reflect on their practice means that strengths are identified and clear action plans are drawn up to ensure issues are addressed promptly. The whole team continually looks for ways to improve the provision for the children and to this end sets themselves ambitious and appropriate targets. There is a shared vision for the setting and everyone has an investment in securing improvements. For example, the free flow play that enables children to experience a richer curriculum that embraces the natural world and children's preference for investigation and exploration.

Staff establish highly effective, warm working relationships with parents and carers. Time is given to settling children at the setting and to ensuring smooth transitions for children between rooms. By obtaining vital information and maintaining contact with families staff ensure they can plan effectively for children's early attendance and make sure that the wishes and expectations of parents are prioritised. The information supports staff in getting to know children quickly, helps them to settle well and to make sure their individual needs are effectively met. Through the frequent sharing of important information on children's starting points, their progress and about activity provision within the setting staff facilitate parents continuing involvement with their child's learning. Parents engage extremely well through their attendance at the parent liaison group and by contributing to children's achievement records. As a result each child is very well supported in making progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are established and contribute well to supporting children's welfare and learning.

Inclusion is effective across the setting with staff using signing to support communication. The individual led activity plans mean children can learn at their own pace. Staff constantly adapt activities to make it easier for younger and less experienced children and more challenging for those with greater ability. Company audits also cover equality and diversity this ensures the effective implementation of the related policies, helps to identify areas for improvements and makes sure

appropriate action is taken. Consequently individual needs of all children are consistently met and children are fully included every day.

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

Children are secure because of the strong relationships with staff. They demonstrate their clear understanding of what is expected of them and know how to stay safe. For example, they move carefully in the garden negotiating obstacles in their path. Few adult prompts are required because children experience staff consistently role modelling safe behaviour and reinforcing safety issues through play and interaction. Older children demonstrate their understanding in their play as they explain that strapping babies carefully in buggies is important to keep them safe.

Children are healthy because of the high levels of physical activity indoors and outside. Additional sessions from external providers support children and staff in developing a wide range of physical skills and body awareness. Consequently children have a secure understanding of the importance of exercise as part of maintaining a healthy body. Hygiene routines are robust and children engage in these from an early age. The oldest children reliably wash their hands and can easily explain how this keeps the germs away. A nutritious, balanced menu that incorporates the specific dietary needs of individual children ensures children are making healthy choices. Children are involved because of the initiatives such as gardening and the recipe competition helps them take ownership. They are keen to water the seedlings and many are excited by the prospect of using what they grow in their meals.

Children are busy and involved. The inspiring free flow play means they are progressing well because they find learning outdoors fun and inviting. Children are confident and independent because staff offer support to all children helping them acquire and develop skills. Children speak in small and large groups sharing their ideas and opinions. A wealth of opportunities to explore the environment sees children demonstrating their mark making skills drawing pictures, letters and numbers on the ground in chalk and on paper with pens. Staff encourage children to think for themselves and to work out solutions for themselves. They ask questions like 'How can we..?' or 'What will happen if..?' As a result children are concentrating well and solving problems. Children love the half pipes on the frames where they run water or balls down the pipes, watching them drop and change direction from one pipe to the next. Staff and children adjust the pipes making water and balls move faster or slower. They add bubbles to the water and this makes it easier for some of the youngest children to track the movement of the water. Children are very creative and this is reflected in the wealth of displayed materials. An art specialist is doing some very successful work with the children. They are learning a little about Van Gogh and are creating their own version of his Sunflowers. Children are learning a little of the history and are looking at a print of the original as they make their flowers using paper, card and paint ready to display. Children are developing an understanding of cause and effect with babies

and toddlers using push button toys to make an object or sound appear. Older children develop this with their knowledge of computers, keyboards and music players.

Staff frequently observe children in their play, using what they see and hear to assess children's stage of development and the progress being made. Children's achievements are well documented and supported by photographic evidence and samples of their work. These observations are used to plan further experiences for the children and staff are looking to develop closer links within the observation, assessment and planning cycle. As a result children are making good progress towards the early learning goals in all six areas of learning.

All children behave extremely well. They settle quite quickly with the support of favourite familiar staff, becoming confident and self assured. Children have lots of opportunities to make contributions to the setting. For example, by providing children with space to display their work independently of the adult organised wall displays. The many photographs reflect not only the children but also the wider family and pets. Children spend lots of time looking at these pointing out family members or their friends. The photographs bring great joy to the children as they link the different parts of these young children's lives. Children behave responsibly looking after resources, assisting with task like getting cups and placemats for meals, tidying toys and watering plants. Inclusion is a priority and consequently children are engaging well and delighted to put forward their ideas and to join in with activities. Peer relationships are very good with lots of cooperative play. The free flow means there more opportunities for children in different groups to mix. Children have a great deal of respect for others and enjoy learning about different countries, people and culture because the staff make effective use of resources and activities that promote diversity.

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	1

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	1
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