

Busy Bees at Formby

Inspection report for early years provision

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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 at Formby opened under its current registration in 2003 and is one of a number of settings operated by Busy Bees Nurseries Limited. It operates from five playrooms in a converted detached property in Formby, Merseyside. Children have access to a fully enclosed outdoor play area. The nursery opens each weekday from 8am to 6pm for 51 weeks per year. Sessions are from 8am to 6pm. The nursery serves the local community.

The nursery is registered on the Early Years register. A maximum of 66 children may attend the nursery at any one time. There are currently 133 children, on roll in this age group, some in part-time places. The nursery provides funded early education for three and four year olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of child care staff. Of these, 12 hold appropriate early years qualifications at Level 3 or above. Two staff have achieved Qualified Teacher Status. The nursery has completed an Investors In People, Quality Assurance Award and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff commitment and good partnership with parents mean staff know and meet individual children's needs well. Children clearly enjoy their time at the nursery, which is a safe, friendly and inclusive environment. Their needs are met by caring and efficient staff who support them to make good progress in their learning and development. Most documentation is in place and effective partnerships are in place with others to meet children's welfare and development needs. The system for evaluating the quality of the provision is effective, and well targeted plans are in place.

What steps need to be taken to improve provision further?

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

- continue to develop the quality of the environment for the children by enriching the outdoor play area to maximise learning opportunities
- update the record of risk assessments to include assessments of risks for each type of outing undertaken
- review the monitoring system for the introduction of new or updated documentation to ensure consistency is maintained throughout the nursery.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because the staff are confident in recognising the signs of abuse and reporting child protection concerns or allegations. Safeguarding systems are updated to reflect new initiatives and are shared appropriately with staff. Robust recruitment, induction and training further create an environment where children are happy and safe. Safety systems including risk assessments, daily premises checks and regular fire drills are undertaken. The premises are secure and finger print identification on the door assists in maintaining safety and the monitoring of visitors to ensure children are safe. Risk assessments for the premises are clearly recorded and while assessments for outings are undertaken these are not recorded. A number of staff have undertaken first aid training to enable them to deal appropriately with minor accidents.

The management team demonstrate a good commitment and capacity towards continual improvement. All recommendations from the last inspection have been addressed. In addition a number of positive improvements suggested by the local authority advisory team have been introduced to improve outcomes for children and their families. The majority of documentation is kept in good order. However, not all monitoring systems are fully secure. For example, some medication forms being used are not the most recently revised documents. The self-evaluation processes take on board comments and views from parents and staff, and give a generally accurate assessment of the nursery's strengths and weaknesses. Staff work well with other professionals to support children's needs and have effective systems in place to assist transitions to schools. Frequent staff meetings are used effectively to share and update staff's knowledge and understanding of the nursery's policies and procedures. Staff are deployed well to support the children's development, independence and self-esteem. The managers and staff are committed to ensuring all children are included. They have a good approach to promoting diversity to enable children to understand the world around them.

Partnership with parents is good. The staff's partnership with parents reassures the children to enable them to quickly develop trusting relationships with staff and with each other. Good information for parents is provided from the start. Regular good quality newsletters, notice boards and daily information sheets as well as verbal exchanges of information successfully fosters continuity of care for the children. Parents are all very supportive of the nursery and the staff and how much their children love attending the nursery. Parents state that 'staff are wonderful' and the nursery is 'first class'. All stated they would recommend the nursery to others.

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

Children's language development is progressing well because staff encourage discussion, ask open ended questions and model language well throughout the nursery. Babies have lots of access to a variety of different sensory experiences,

natural materials and treasure baskets to stimulate their curiosity and develop their interest. Cosy areas and soothing music in the room as well as family photos and a black and white display area are all tailored to assist their comfort and development. Older babies enjoy exploring the woodland and bear's cave in the imagination area before moving on to the domestic play to mix food in the pan and put it in the play oven. Children have time to share ideas, explore books or use computers. Computer games are linked to programmes to developing their understanding of technology, numeracy and literacy. Staff model good use of mathematical language, and join in with children as they sing number rhymes as they working out how many current buns are left in the bakers' shop. The children naturally problem solve in their play, for instance, they show their understanding of measure and shape as they tip water between different sized containers before concentrating on washing the tractor in the soapy water. Older children plant and nurture cress pots and sunflower seedlings. They regularly measure the growth of the sunflowers after they plant them out in the garden area. Children learn about the importance of recycling as they readily use the special bins around the building. The managers and staff are committed to ensuring all children are included. They have a good approach to promoting diversity to enable children to understand the world around them. All rooms have a variety of resources to promote children's understanding of diversity and assist them to value differences and similarities.

Staff plan activities to develop the children's understanding of healthy eating. They chat together about the health benefits of different types of food. Older children enjoy the independence of a continuous snack time. They help to serve themselves nutritious meals at lunch time and enjoy spooning out sausage casserole and rice followed by ice cream. A seasonal meals and weaning menu is available for parents and special diets are adhered to promote continuity of care. Hand gel is available throughout the nursery to help the children stay clean and promote good hygiene. Outdoor play is available for all children and while the play area has undergone some recent refurbishment it still lacks the vibrancy of the indoor environment. Children enjoy planting and watering activities and learn about road safety with the use of a zebra crossing and road signs as they manoeuvre the sit and ride toys around the track. A den provides a good setting for a shared story with friends and staff.

Staff act as good role models in helping children to stay safe. Older children are reminded to hold onto the banister as they go up and down the stairs in single file. Regular fire drills ensure that children can react appropriately in the event of a fire or emergency. Safety days that promote road safety and stranger danger combined with visits from local police and fire services enhance children's awareness of safety very well. Children mirror the staffs good role modelling and are well behaved polite and courteous. They work well together and readily share and take turns.

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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