

# Busy Bees Day Nursery at Watford General Hospital

Inspection report for early years provision

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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Busy Bees Nursery is a chain of private day nurseries owned by Busy Bees Nurseries Limited. It operates from a purpose-built building in the grounds of Watford General Hospital, Hertfordshire. It was registered in 2010 and was previously registered under the organisation of TLC. The nursery serves the local area and children travel from the wider community. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round from 7am to 7pm. Children are able to attend for a variety of sessions during this period. A maximum of 46 children may attend the nursery at any one time. There are currently 88 children attending who are within the Early Years Foundation Stage, all of whom attend at various times.

The nursery is registered on the Early Years Register and the Childcare Register. The nursery provides funded early education for two-, 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 17 members of childcare staff. Of these, seven hold appropriate early years qualifications at Level 3 or above and five hold early years qualifications at Level 2. One member of staff is working towards further qualifications at Level 2 and above. One staff member has completed the Early Years Professional Status qualification and one other is working towards this qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The uniqueness of each child is highly valued and the partnerships with parents and other professionals contribute strongly to this, which is a key strength of the provision. Monitoring of the provision is ongoing and positive steps are taken to ensure outcomes for children are continually evaluated. Staff take positive steps to ensure children develop a strong sense of security and belonging so that they can be fully included, have their welfare needs met and they are safeguarded. Progression towards the early learning goals are mostly well delivered and children enjoy exploring the world around them.

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

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

- develop further opportunities for babies to explore a wide range of media, objects and materials, this refers to sensory play materials and objects such as mirrors

- develop further the outdoor area so that it is rich in mark making opportunities, and use mathematical terms during play and daily routines.

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

Staff are mainly long-term and are guided by a strong senior management team who have a clear vision for the setting. Additional guidance and support within the Busy Bees management structure and the purposeful partnership with supporting agencies, such as, the Local Authority and the nearby children's centre, further contribute positively to children's welfare and learning. Consequently, strengths, training needs and areas to develop are known. For example, the layout of some rooms have clearly contributed to meeting the needs of children currently attending. Plans for the future include developing the outdoor area for babies and toddlers so that it becomes more free flow and has covered areas so that children can enjoy fresh air and physical play all year round. Arrangements for safeguarding children are clear, regularly reviewed, carefully managed, and understood by all who work with children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Regular staff training ensures procedures to follow if they have any concerns about a child or member of staff are understood. The no mobile phone policy and procedures further contribute to children being safeguarded.

Staff are knowledgeable and are well deployed to ensure their skills are matched to the needs of the children, and ratios are carefully monitored throughout the day. Robust recruitment and clear vetting procedures ensure that all staff working with children are suitable to do so. Frequent opportunities for training and ongoing appraisals ensure professional development is effectively supported. The bank staff system is well managed to cover any absences, such as holidays or illness. Arrival and departure times are well managed so that children are handed over safely to a known adult. The layout of the office, a visitors book and the intercom system contribute effectively to ensuring children are safe at all times. Appropriate risk assessments for all areas ensure any identified risks to children are minimised. Every opportunity is taken to ensure children have a secure understanding of how to stay safe. For example, children are reminded not to run indoors or up and down the steps leading from the pre-school room to the children's mostly well-resourced outdoor play area.

All children's base rooms are child-friendly, making it feel warm and welcoming. Since the last inspection the nursery has been refurbished. The pre-school room is particularly attractive to children to meet most of their individual learning and welfare needs. A wealth of useful information for parents, including photographs of children celebrating diversity, contributes to the highly positive partnership with parents and carers. Parents views are sought and included in any decision making process. This, along with newsletters, the 'buggy buddy' system and displays of children's work ensure children and their families feel a strong sense of belonging. Parents speak enthusiastically about the nursery and some have older children who have attended since they were a baby. Positive comments include 'the staff are great, we are back because of them' and 'my child is always excited to come'. The

nursery actively promotes inclusive practice. Staff work extremely closely with parents to successfully support and meet children's and their families' individual needs. One-to-one support is provided if necessary and strong links with other childcare professionals connected to the children's centre mean that there is an effective continuation of care and learning. Consequently, there are well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare.

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

Children make good progress towards the early learning goals because the friendly but professional staff plan purposeful and interesting activities which are matched to children's interests and stages of development. This means that children are highly valued, settle easily and are confident in their play. They play well together and independently and demonstrate high levels of self-esteem. The manager and her staff have a secure knowledge of the Early Years Foundation Stage, planning is based on individual interests and it is flexible and generally covers all areas of learning. A systematic approach is used to make sensitive observations of the children during the adult and child-led activities. These are evaluated and shared within the team and parents to inform further steps in the children's learning. In addition, parents contribute to their children's learning by completing home observations on their children's achievements. These are then effectively used in planning for the children's next steps in their learning.

Children benefit from a mostly well-resourced environment that contributes to them being busy and engaged in active learning. Children in the pre-school room freely play between the outdoor and indoor area and activities are well supported or modified so that all children can fully participate. Children initiate their own play, which is generally well supported so that they become active, curious and inquisitive learners. They love freely choosing activities, such as, digging for buried treasure or sharing books in the attractive den. Indoors they confidently select resources such as headphones to listen to favourite stories on a compact disc. Children's emerging literacy and language skills are mostly well supported. For example, phonics are introduced and symbols such as stones in water with letters of the alphabet on create added interest in children's learning. They have daily opportunities for mark making, although these are mainly set out on a writing area, which potentially may not appeal to more active learners. Self-registration is being considered for pre-school children so that they can learn to recognise their own names. Children who are developing an understanding of the English language are well supported through purposeful play and effective use of key words. In addition, some of the staff speak various languages and 'persona dolls' are effectively used to help children understand their feelings and those of their friends. Children learn about the wider world, such as, celebrating festivals and occasionally visiting the nearby park and library. Visitors such as fire officers help children learn how to keep themselves safe.

Younger children eagerly explore their environment, which has been recently

adapted to create a homely environment. For example, a family photograph board has been introduced and items to represent home life have been introduced to the home area and the outdoor area. This is an ongoing project in both the toddler and baby base room to ensure children are cared for in comfortable and familiar surroundings. Toddlers enjoy a wide range of creative and imaginative play and they happily create patterns with coloured paints. Their individual interests, such as animals, are well known and are effectively used in planning activities. They love kicking balls, painting and riding wheeled toys in the outdoor play area. Babies are well cared for by attentive and knowledgeable staff. The room leader is very experienced and is a good role model to ensure that children's welfare needs are successfully met. The babies room is mostly well organised so that children develop a secure sense of belonging. Specific areas, such as a black and white area, have been introduced to support children's early development. Sensory play is provided, although objects such as mirrors and natural materials and materials for exploration are not freely available for toddlers and babies. However, overall activities are well chosen to suit their development needs, such as finger and sponge painting. On the day of inspection resources to support babies' emerging physical skills were on order.

All food is cooked on the premises and a chef is employed to ensure food is nutritious for the children. Meals are sociable occasions, turn taking and good manners are effectively promoted and children's independence is fostered. For example, older children are able to serve themselves during meal times and are helped to pour their own drinks. This means that children develop good skills for the future. However, opportunities to develop children's awareness of numbers and calculations are not always promoted during routines, such as meal times. Children learn the importance of good personal hygiene during routines of the day. Nappies are regularly changed, good hygiene routines and fun activities, such as the newly introduced music and movement sessions, contribute to children's healthy lifestyles. Water is available at all times although cups for these in the toddler room are kept at a high level and all water jugs are uncovered. All environmental health procedures are followed and dietary requirements are well known to ensure that individual needs are met.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met