

Busy Bees at Cheltenham

Inspection report for early years provision

Unique reference number

EY420522

Inspection date

11/05/2011

Inspector

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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 Cheltenham was re-registered under the current management in 2010 as a division of Busy Bees Company. The nursery is situated in the Bath Road area of Cheltenham in Gloucestershire and operates from a converted building. The premises are organised over two floors with the three main group rooms on the ground floor. Children have access to two enclosed areas at the side and rear of the premises for their outdoor play. The nursery is open each weekday from 7.30am to 6pm, except for bank holidays.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 64 children in the early years age range may attend the nursery at any one time. There are currently 21 children on roll aged from three months to under five years on a full and part-time basis. The nursery currently supports a number of children with special educational needs and/or disabilities. There are 12 members of staff working with the children, and of these, eight hold appropriate early years qualifications and one is working toward such a qualification. There are three staff, including the manager, who have Early Years Professional Status, one of whom has Qualified Teacher Status. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery welcomes all families and children enjoy the time spent here. A growing knowledge of the Early Years Foundation Stage helps staff support babies and children to make suitable progress in their learning. However, key working, planning, monitoring and the adults' understanding of how children learn are not robust. Staff promote many aspects of children's welfare with success so that they are well safeguarded and healthy. Partnerships with parents and carers are sound and the nursery is aware of the need to extend relationships with them and to build links with other early years providers. The nursery is committed to ongoing improvement and the new management is working on considerable plans to further improve the outcomes for children, so is suitably placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- broaden understanding of the Early Years Foundation Stage so that children are supported by sensitive, knowledgeable adults who know when and how to engage their interests and how to offer support at different times

- extend monitoring and planning of children's activities to ensure that children's interests and ideas are consistently used effectively to support their learning and development
- improve key person arrangements to help each child and their family further when new to the nursery or moving between rooms to become familiar with the provision and to feel confident and safe within it quickly, while meeting the child's learning needs
- develop further systems for partnership working to extend two-way information with parents to promote a shared involvement in children's learning and development, and to build links with each setting that children attend so there is continuous and consistent care.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are robust. Effective procedures are in place and training is available so that staff members have the knowledge required to respond if there is a concern about a child. Employment and vetting procedures ensure that staff are suitable for their roles, while induction and the regular appraisal scheme help to identify training needs. The environment in which children are cared for is safe and supportive as a comprehensive risk assessment programme identifies hazards and staff take positive steps to eliminate risk. Overall, documentation to support the children's welfare is suitably detailed.

There is sound emphasis on promoting equality of opportunity and diversity through the varied arrangements in place to identify and address children's specific needs. For example, those who have special educational needs and/or disabilities are well supported in collaboration with outside agencies to progress in their development and learning. Children's health and dietary needs are effectively managed. The significantly refurbished premises include a wealth of new, high quality equipment and toys that staff are beginning to adapt so that these may be well presented and stimulating to support children's independence and learning. Babies and older children are given daily periods to access the developing facilities in the gardens, including extensive digging and growing areas.

Staff have positive relationships with parents and carers so they enjoy daily opportunities to liaise and discuss the children's progress. Families receive some useful information about the setting through the nursery website, welcome booklet, newsletter and access to the policy folder and notice boards. Parents welcome the daily diaries for the youngest children, are invited to meetings and receive quarterly information sheets about the children's learning and development to enable them to support development at home. They value the open access to the children's learning folders, although systems to enable them to contribute to these are not well developed to extend involvement in the children's care. The company's scheme to make links with other settings that children attend is not always implemented to support each child's progression and continuity of learning fully.

Since the recent change of ownership, fundamental changes to the building,

resourcing and senior staffing have been achieved successfully. The management and new leadership hold high aspirations for the continued development of the quality of the provision. This is reflected in the consolidation of company systems, the support being given to the developing staff team and the emphasis on the need for ongoing improvement. The nursery has begun to use the Ofsted self-evaluation tool and reference to the local authority quality assurance documentation has led to some positive changes, such as extending the school transition profile. There are plans to extend ways in which to obtain views of staff, children and parents, for example, through peer observation and family questionnaires. The management has devised significant plans of action to be implemented to ensure improved outcomes for children

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

All children make sound progress in their learning and development. The baby and toddler rooms are set out with a wide variety of mostly accessible, interesting equipment, including books, instruments and sensory toys. These young children regularly show interest in creative activities, such as drawing and painting. In the newly opened pre-school room, children eagerly show interest in stimulating resources, such as the spacious home corner and technology equipment. Art and craft materials, construction sets and writing materials are freely available and children solve some problems within their imaginative and creative play. As a result, they begin to think for themselves and gain suitable skills for the future. Throughout the nursery, the numerous, willing staff use some helpful, opening comments and questioning. However, staff do not, overall, know when and how best to engage children's interests and to offer continuous support at different times. As a result, children are not always being well supported to focus, learn and progress through sustained, sensitive, skilful adult interaction.

Staff have worked hard to adopt the required system for assessing the children's progress towards the early learning goals. They closely observe the children's play and regularly plan for most key children. However, not all staff demonstrate an extensive understanding of the Early Years Foundation Stage so that children's interests and ideas are consistently used to plan clear, effective, next steps based on goals rather than activities. The monitoring system has yet to be implemented to gain an overview of the children's progress to fully support their development. In practice, progress is sound in all areas of learning, for example, in knowledge and understanding of the world. Children water growing plants, search for 'minibeasts' and explore changes to materials; for example, as the glue dries on textured collages and by adding dry sand and cornflour to water. They observe passing aircraft and notice that magnifying glasses work better when held away from the object in view.

Children settle to enjoy their time at the nursery, although the quality of support from key persons varies for children arriving on their first day and for planning of learning for those moving to different base rooms. Babies and toddlers go to the staff for cuddles and feel secure as they sit on adults' laps to look at books. Older

children begin to learn to keep themselves safe as they negotiate sloping ground in the garden and handle tools carefully, including table knives at lunch times. They regularly practise how to leave in an emergency situation, such as a fire. Children gain a good understanding about healthy lifestyles. They have several opportunities each day to play outdoors in the fresh air and are effectively challenged to climb, balance and dig in large sandpits. Young children enjoy counting their jumps on a trampoline and older ones build with large materials, including logs, tyres and crates. Children willingly adopt good personal hygiene, explaining why they wash thoroughly to get rid of germs. They make healthy food choices at mealtimes. Children discuss given rules and are familiar with nursery routines though pre-schoolers are sometimes encouraged to join other activities when well involved in their own. Overall, they relate well to the caring staff and show consideration for younger children. They learn to play happily with or alongside their friends as the nursery suitably meets their needs and provides interest and enjoyment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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