

# Busy Little Bees Nursery

Inspection report for early years provision

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**Unique reference number** EY279384  
**Inspection date** 26/05/2011  
**Inspector** Carol Johnson

**Setting address** 1493 Stratford Road, Hall Green, Birmingham, West  
Midlands, B28 9HT  
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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 Little Bees (Hall Green) Day Nursery is one of three privately owned nurseries. It opened in June 2004 and operates from a detached house in the Hall Green area of Birmingham. The nursery has two main care rooms. The baby unit is situated on the first floor and children aged two to four years are cared for on the ground floor. There is no lift access to the first floor. There is parking at the front of the building and there is a fully enclosed garden available for outside play. The nursery is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register.

The nursery opens each weekday, excluding Bank Holidays and a brief closure between Christmas and the New Year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. A maximum of 37 children may attend the nursery at any one time. There are currently 63 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 10 members of staff who work directly with the children. All staff hold appropriate early years qualifications. The nursery employs one member of staff who has a Bachelor of Arts Honours Degree with Qualified Teacher Status and the manager holds a Diploma of Higher Education (Educational Studies). The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well and benefit from the wealth of interesting and stimulating experiences that are available to them. Children's individual needs are effectively met and inclusive practice is evident throughout the nursery. Partnerships with parents are good and this is fostered through regular communication and a relaxed and friendly approach. Good links have yet to be developed with other settings, professionals and the wider community, and current systems for planning, observation and assessment are not fully effective. However, self-evaluation is evident and the provider demonstrates a strong desire and capacity for improvement.

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

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

- review methods used for observation, assessment and planning and develop strategies that encourage parents to contribute to the observation, planning and assessment cycle

- develop links with the wider community in order to share expertise, further support children's transition to other settings and work effectively in partnership with other services.

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

Children are effectively safeguarded. All staff have attended safeguarding training and demonstrate a good knowledge of the procedures to follow should they have any child protection concerns. They confidently describe a range of possible signs and symptoms of abuse and the setting's safeguarding policy is well written and in line with Local Safeguarding Children Board procedures. Risk assessment records contain the required detail and the security of the setting is excellent. Staff visually check the safety of the premises and equipment on a daily basis and children are only released into the care of known individuals. Documentation to ensure the safe and efficient management of the setting is generally maintained well. All adults in the setting have been appropriately vetted and thorough induction procedures ensure that all new staff and students are fully aware of the setting's policies and procedures.

The leadership and management of the nursery is strong. The enthusiasm and commitment of the staff team is high and the setting demonstrates a good capacity for improvement. Recommendations raised at the setting's last Ofsted inspection have been suitably addressed. Through regular reflective practice, staff are constantly refining procedures and making changes that bring about positive improvements to the provision. For example, a member of staff has recently been on a 'key person' course and as a result photographs of individual staff are now displayed on the doors of the rooms within which they work. Alongside these photographs are their names, some general information and also a small notice as to whether or not they are in that day. Consequently, parents are better informed and able to identify individual staff members.

Space throughout the setting is creatively used and children enjoy frequent access to the outdoor environment. The environment is attractive and welcoming and there is plenty of space for children to play and rest. The setting has recently received a grant that has enabled them to make vast improvements to the premises and resources. These include a range of sensory equipment, information, communication and technology resources and major refurbishments to the outdoor area. Consequently, the overall environment and children's experiences are greatly improved.

Effective partnerships are in place with parents. Staff are friendly and approachable and spend valuable time chatting to parents about their children's welfare and progress. Displays around the setting provide additional information for parents and the setting's written policies and procedures are available to them. Parents interviewed during the inspection expressed lots of positive comments about the nursery, its staff and how happy their children are in the setting. Each child is assigned a key person and this member of staff ensures that each child for whom they have special responsibility feels individual and cherished. Staff help to

prepare children for the transition to school by promoting their independence and early reading and writing skills. The manager fully understands the importance of working closely with other providers to support successful outcomes for children. However, effective links with the wider community, for example, local schools and other professionals, have yet to be established.

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

Children are happy and having lots of fun. They are making good overall progress and demonstrate a strong desire to learn and participate in the experiences available to them. Staff know individual children well and thoughtfully plan a variety of fun experiences that reflect their interests and meet their needs. They listen to what children have to say and observe them to ensure that planned activities and available resources are appropriate to help them develop and progress. Staff record some of what they see in children's individual learning and development records. These records are known as 'learning journeys' and are maintained by each child's keyworker. These records also contain some photographs of children engaged in play, monthly reports and some examples of their work. Parents are shown the 'learning journeys' at parent consultations and know that they are freely available for them to view should they wish to do so. However, there are some inconsistencies with regards to the quality and content of some of these records and parents are not actively invited to contribute to the observation, planning and assessment process. As a result, children's learning potential, both at home and in the setting, is somewhat reduced.

Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting is threaded through most activities and there are lots of quality resources that encourage children to learn about technology and how it is used. For example, older children can access computers and the younger ones enjoy playing with musical toys and those that react when various buttons are pressed. Children show an avid interest in books and there are cosy areas for them to relax and read books, both independently or with staff and other children. They sing songs, play musical instruments and enjoy acting out familiar experiences in the role play area. Children behave well and display good manners. Staff effectively use a range of positive methods to encourage children's good behaviour, achievement and effort and these include praise and positive body language. Staff provide children with good role models to follow and demonstrate through their words and actions that they value and respect other people. They encourage children to value who they are and children are learning about diversity in meaningful ways.

Children demonstrate a good understanding of health and are developing positive attitudes towards healthy eating and physical exercise. Food provided by the nursery is healthy and nutritious and children are not at risk of dehydration as drinking water is easily accessible. The nursery outdoor area is used by all children on a frequent basis and this has a positive impact on children's well-being and helps all aspects of their development. Children on the ground floor are able to freely move between the indoor and outside environment and resources outside

are plentiful. For example, children are able to draw on the large chalkboard, ride tricycles and generally run around and expend energy. Children show by their words and actions that they feel safe and secure in the nursery. They are happy to go to staff for comfort, reassurance and support, and developing friendships are evident between some of the children. Children's good understanding of safety is demonstrated through their play. For example, they use scissors safely and know that they need to sit down while eating and must not run inside. Children take part in regular fire drills and their understanding of fire safety is promoted in ways that they can easily relate to and understand. For example, they learn through imaginary play and looking at books.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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## **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