

# Busy Bees at Chorley Hospital

Inspection report for early years provision

---

<b>Unique reference number</b>	EY264229
<b>Inspection date</b>	09/06/2011
<b>Inspector</b>	Wendy Fitton
<b>Setting address</b>	Dutch Barn Close, Chorley, PR7 1PP
<b>Telephone number</b>	01257 267 142
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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 at Chorley Hospital registered in 2003. The premises are situated in the grounds of Chorley Hospital in Lancashire. The nursery is part of the Busy Bees Nursery chain.

The nursery is registered for a maximum of 60 children on the Early Years Register. There are currently 92 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-olds.

The nursery is open five days a week from 7am to 6pm. All children share access to secure outdoor play areas. There is a team of 14 staff, including the nursery manager and deputy managers. Support staff are employed for cooking and cleaning roles. There are nine nursery staff qualified to National Vocational Qualifications at Level 2 and 3. The manager has completed a Level 3 introductory certificate in management. The setting is supported by the local authority early years quality and advisory team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming and child-centred environment. The nursery is fully inclusive and reflects the children's backgrounds and family lifestyles. The organisation of the educational programmes fully meets the needs and interests of the children. There are effective partnerships established with both parents and carers and good links to other professionals who meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is in place but does not include input from staff. Therefore, this does not fully engage them in reflective practice and informed discussion to identify the setting's strengths and priorities for development to further promote the quality of the provision and overall outcomes for the children.

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

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

- develop regular staff appraisals to identify training needs and a continuing programme of professional development so that these needs are met
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development in partnership with staff to further improve the quality of the provision for all children.

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

Children are protected and safeguarded through the policies and procedures in place to ensure those working with children are safe to do so. The nursery's safeguarding policies are implemented, with staff knowing their role and duty in keeping children safe from harm. Staff are experienced and qualified in aspects of learning and the welfare needs of young children. There are daily visual risk assessments of the premises and outdoor areas carried out by nursery staff. The management carry out very detailed risk assessments once a year for all aspects of the environment and equipment. Health and safety practices are in place which ensure children's safety and well-being are maintained through accident and medication records, the provision of good quality resources, the placement of safety equipment and following effective hygiene practices.

Management teams are responsible for the self-evaluation process. However, this does not involve staff and therefore does not ensure everyone can channel their efforts and ideas into successfully promoting the nursery's vision to improving the outcomes for children. Leaders and managers are motivated to seek further improvement and are effective in focusing the setting's efforts on priorities. However, systems to appraise staff performance and identify a programme of continuing professional development and support are not effective. The nursery management team has responded to the previous recommendations from the last inspection. For example, risk assessments are conducted for outdoor play equipment and a new outdoor area has been developed to provide more challenging physical opportunities for older children. The systems for observing children and planning the next steps in their progress, ensuring that learning and development opportunities are clearly identified, are fully in place. Parents are now involved in the assessments of children's progress.

The nursery works well in partnership with parents and this helps children to feel secure and confident. Parents are welcomed into the nursery and warmly greeted. They are encouraged to settle their children and complete all of the important information about their child so appropriate care can be provided. Younger children have a daily journal which provides parents with information about all care practices, routines and activities throughout the day. There is a wealth of information available to parents from notices around the areas, newsletters, photographs and access to the policies and procedures. Parents comment positively about the nursery and state that staff are very friendly and helpful, there are lots of activities and the nursery is flexible and accommodating to shift patterns and work commitments. Partnerships with other professionals are in place and ensure children are supported and that there is continuity of learning and care. For example, there are good links with local primary school teachers to support children in their transition to school. There are links with the local authority quality, support and advisory service and with health and education professionals to provide support for children and families who may have additional needs. Children are making good progress in their learning and development as the deployment of resources, furniture and equipment is good. Staff use resources and equipment creatively and imaginatively and are positive in making changes and taking things

forward. This ensures that all children have full access to the facilities and equipment in order that they can plan and organise their games, activities and use of toys that they are interested in.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning through well-planned activities and experiences, with access to a good range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and children play freely and spontaneously. There are enhancements in the continuous areas of provision, with labels, photographs and additional resources to extend on children's own ability to follow their interests, extend their knowledge and challenge their thinking. Staff respond to the information provided by parents and there is a good focus on children's individual interests and the development of independence and personal skills. Staff document significant comments and observe children throughout the day. The observations are linked to the six areas of learning and inform the planning for individual children. Children are tracked and assessed using the Early Years Foundation Stage documents and are progressing well towards the early learning goals. Children feel secure and confident with their key person and respond to the routines and rhythms of the day. They are involved in a number of initiatives that develop their personal, social, physical and creative development. For example, cooking activities to develop skills of measuring, counting and weighing and to help children explore and investigate different textures, processes and sequencing. Children use the outdoor play area and are involved with physical activity and exercise programmes with the 'wake and shake' initiative. Other initiatives include 'steps to independence' and children are actively involved in tidying away toys, putting toys into correct storage units and baskets and cleaning, sweeping and mopping the play areas after activities. This develops their own independence and knowledge of their own individual responsibilities.

Staff are fully committed to good quality care. This actively promotes the children's knowledge and understanding of safety and healthy lifestyles and develops their skills for the future, which enables them to make a positive contribution. Children are provided with a healthy, balanced diet and learn about being healthy and active. The effective hygiene procedures and routines maintain children's well-being. For example, staff follow cleaning rotas and nappy changing procedures. Children are encouraged to wash their hands and follow the pictorial examples for good hygiene practices around their environment. They understand the importance of keeping safe and are able to explore and take simple risks. Children learn how to use equipment and tools safely and relate to the photographs around the play areas that show consequences of unsafe practices. Children feel safe in the setting and are confident and comfortable as they chat to staff and approach them for close physical comfort. Staff explain to the children about the importance of tidying up and sweeping and mopping up spills from the floor. Children are involved in activities to develop their understanding of keeping safe as they meet with the police officers, the fire safety service and the local road safety team. Children's

behaviour is managed in a way that supports their understanding of what is right and wrong, and in accordance with their individual ages and stages of development and understanding. Children are encouraged to stay calm and spend one-to-one time with their key worker in order to defuse any situations, and to listen to explanations. Staff distract children to another activity, giving an explanation and reason for this. Children are well occupied and interested in what they are doing and play with purpose and concentration. They respond to positive praise, support and encouragement and develop their personal self-esteem.

## 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	3
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	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



