

Busy Bees at Farringtons

Inspection report for early years provision

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Inspector Beryl Witheridge

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Busy Bees at Farringtons is one of several nurseries run by Busy Bees Childcare LTD. It opened in 2005 and operates from six rooms, in a purpose-built two storey building. It is situated in the grounds of Farringtons School in Chislehurst, Bromley. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday, from 07.30 to 18.30, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 172 children, aged from 3 months to under 5 years, on roll. Children aged three and four years receive funded nursery education. Children come from the local community and the nearby areas. The nursery currently supports a number of children with special educational needs. It also supports a number of children who speak English as an additional language.

The nursery employs 47 staff including one administrator and two kitchen staff. Of these 41 staff, including the manager, hold appropriate early years qualifications. There are five staff working towards a qualification.

The nursery is registered on the early years register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes the unique needs of each child and supports their welfare and learning. Children feel safe and secure within the nursery. The written policies and procedures support the children's needs but staff need to ensure they are fully aware of their content. The children enjoy being with staff and one another. The partnership between the nursery and parents is excellent, and the further links with other providers help to ensure that the care and learning needs of the children are consistently met. The nursery's capacity to maintain ongoing improvement is good. The ongoing aims to develop good quality provision helps to promote effective 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:

- improve staff knowledge and understanding of child protection issues and the records to be kept
- review the behaviour management procedures so that staff are aware of what children are doing and know how to deal with it appropriately

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through up-to-date policies and procedures that ensure their welfare is promoted at all times. Staff have attended child protection training and understand the signs and symptoms of abuse. A full range of guidance is easily accessible. These measures help to ensure that children's welfare remains a priority. However not all staff can recall where certain information should be recorded, which could lead to information being overlooked or incorrectly recorded. Systems for recruitment and vetting are robust to ensure that all adults working with the children are suitable. The very good use of risk assessment - overseen by the member of staff responsible for health and safety - and the rigorous daily checks help to ensure that children are safe at all times.

Management and staff are fully committed towards ongoing improvement and the recommendations set at the last inspection have been fully addressed. The resources available to the children offer good choice, variety and challenges. Regular staff meetings, appraisals and the effective deployment helps to ensure good quality provision for the children. Equality and diversity is embedded well into every day practice. The learning and development needs of each child are known and addressed. Children's understanding of diversity is well promoted through the improved range of toys, resources and experiences provided. The learning environment for each age group ensures that it is equally available to all children in that room. This helps to ensure that no child is disadvantaged in any way. Areas such as the 'Lavender' area for babies provides an oasis of calm for young children, especially when they are settling in or being dropped off by their parents.

The use of self-evaluation is thorough and addresses all areas of the provision. This is fully reflected in the Ofsted document, and the nursery's strengths and any areas for improvement are clearly identified and tackled. Children and parents contribute to the process and their views are taken on board at all times. Recent improvements include the renovations to the gardens, with the introduction of sensory areas and the installation of a covered area which allows for outdoor play in all weathers. All of this was achieved with the support and hard work of parents. The introduction of a gardening club where children can grow their own fruit and vegetables has been a great success. Future targets for improvement are realistic in order to ensure effective benefits for the children.

The partnerships with other settings including local schools are in place, which ensures continuity of care for the children. Parents complete a form to say they are happy for the nursery to share information about their child. Links with outside agencies such as speech therapists and the area Special Needs Co-ordinator ensure that everyone involved in the care of the children is working together to ensure the best outcome for each child.

The partnership with parents is outstanding. They are provided with ongoing information about their children's experiences and progress, and a full range of written information about the Early Years Foundation Stage, policies and procedures. The Parent Liaison group is a very innovative way of including parents'

views of the nursery in all areas; they have regular meetings with the nursery, and minutes of these meetings are made available to all parents. They also act as a link for new parents, which make them feel more included. Parents' views are continually sought and acted upon and this is recorded in the newsletters under the heading 'You Said, We Did'. Parents feel the staff are very welcoming and get to know them and their children well from day one. Parents feel very involved and included in all aspects of nursery life. This includes attending the setting to contribute to learning experiences for the children, sharing information about their culture and language, taking part in the Fun days or meeting with the key person for their child to discuss, view and update their child's Learning Journal. This helps to provide every child with excellent continuity of care and learning.

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

Children receive a warm welcome from the staff as they arrive and settle in. Adults support children's learning well. They provide them with a wide variety of activities which are aimed at their age and stage of development. Staff plan for their individual key children using the comprehensive observations they have undertaken of them. The activities are included into the overall planning for each room to ensure that all children are being included. Staff track children's development regularly so they are able to clearly identify areas of learning where children may need more help or support. Staff also ask parents to undertake observations at home which they are able to include in the child's Learning Journal - this helps to ensure they have a full overview of each child's progress.

Children have a close relationship with staff; they sit happily on the floor sharing a story with them, or building a house with large construction blocks. Staff ask children open ended questions enabling them to develop their use of language skills, their imaginations and their understanding of the world around them. Children have a lot of visitors who come in to share experiences of the outside world with them such as the Zoo Lab, the police or the fire brigade, meaning children's knowledge and understanding of the world is being fully addressed. A favourite activity of the children is playing hospitals; they wait their turn patiently in the queue to see the doctor, explain their symptoms well and listen carefully to the diagnoses. They return regularly to this taking turns to be the patient or the doctor. This sustained shared communication helps to develop children's ideas and make connections in their learning.

Children are able to access a good range of toys, resources and experiences that cover all areas of learning. They demonstrate curiosity and interest as they move around and independently select their preferred activities. They love to use the Smart board which is connected to the computer. Several children work together when using a mathematical programme, they discuss the answers; they listen well to each other and take it in turns to write the answers on the board. Letters and numbers displayed within the environment encourage early recognition and children are encouraged to make marks in various situations. They also show a great love of musical instruments and dance and sing happily while accompanying

themselves with the drums, tambourines and keyboards.

Children feel safe in the setting and demonstrate this through their eager attitudes towards learning and the staff who care for them. Children learn about safety issues through ongoing, effective staff input and visitors to the nursery, such as the traffic club who speak to the children about road safety. When on outings and trips children wear high visibility jackets; reins and pushchairs are used where necessary. Staff ratios are always increased when off the premises. Children take part in an emergency evacuation practise once a quarter, but not all children have been included in this.

Children's good health and well-being is actively encouraged. They enjoy regular physical exercise in the newly renovated garden, walks in the grounds of the school, or they take part in the Wake and Shake initiative introduced for the older children, or 'Tots in Sports', plus there are also yoga sessions available. Children are involved in health and hygiene routines and know when and why they need to wash their hands. Their independence with self-help skills is well promoted. Children eat healthily; all food is freshly prepared on the premises and takes account of the ages of the children as well as individual dietary requirements. Children also have the opportunity to take part in a cookery club or the gardening club, where they are growing their own fruit and vegetables, which they are able to plant, nurture, pick, prepare and eat. The input from staff including the kitchen staff helps children to learn the benefits of eating healthily.

Children are generally well-behaved for the majority of time and learn the expected behaviour boundaries. Staff, on the whole, deal with incidents in a calm, considered way but occasionally they forget to talk to the children involved about the impact of their behaviour on the other children. Staff are good role models to the children and children respond well to plenty of praise and encouragement and adopt good manners. Therefore, their welfare and self-esteem is well promoted.

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	1

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	1
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	1
The effectiveness of partnerships	2
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

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	1
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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