

Busy Bees Day Nursery at Milton Keynes

Inspection report for early years provision

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Inspector	Mandy Gannon
Setting address	Chadwick Drive, off Saxon Street, Eaglestone, Milton Keynes, Buckinghamshire, MK6 5LS
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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 Bees Day Nursery at Milton Keynes is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited and is based at Eaglestone, Milton Keynes, Buckinghamshire. It is located in close proximity to Milton Keynes General Hospital and provides a service for hospital staff and the local community. The nursery is purpose built and children are accommodated in five nursery rooms, which include two pre-school rooms, two baby rooms and a toddler room. Each area has access to their own toilet and nappy changing facilities and direct access to outside areas that are located at the side and rear of the building. The outdoor play areas are securely fenced. Both baby rooms have separate sleeping areas. The nursery is open from 7.00 a.m until 6.30 p.m Monday- Friday throughout the year. The nursery is registered to care for a maximum of 96 children under eight, of these 96 may be in the early years age group and of these a maximum of 30 may be under two. At present, there are 127 children on roll and of these, 48 children receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and whom speak English as an additional language. The setting employs 28 staff including bank staff, of these, one has a B.A Hons degree in Early Childhood Studies, one is working towards a B.A Hons in Early Childhood and Youth Studies, two staff are working towards an Early Years Foundation Degree, one is working towards a level 4 qualification, ten are qualified to level 3 and nine to level 2 qualifications. The nursery is registered on The Early Years register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages are interested and involved in an exciting, broad range of activities in a successful setting, where children make good progress in their learning and development. Highly effective, successful links with parents and carers and the wider community are in place to ensure individual needs are met and a collaborative approach aids transitions. Exceptional partnerships value the contribution of all, as staff, children and parents contribute their views to form an accurate reflection of strengths and identify areas for further improvements. The strong leadership and management rigorously monitor and communicate ambition and drive for further improvements. Although, some staff do not always fully implement health and safety legislation.

What steps need to be taken to improve provision further?

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

- improve all staff's awareness of the requirements of health and safety legislation -including the regular sweeping up of sand

- improve all staff's awareness of hygiene requirements-including the procedure to follow when wiping children's noses, disposing of tissues and washing of hands

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have an accurate understanding of signs and symptoms of abuse and neglect and the procedures to follow. Safeguarding guidance is available in each room with flowcharts and contact details. The manager is the designated person and has completed training and is a trainer in safeguarding for the local authority. Following a recent safeguarding audit by the Local Authority, the setting was rated as very strong within the Milton Keynes Area. Safer recruitment procedures are followed and an accurate record of Criminal Records Bureau(CRB) disclosure details are maintained, all staff are aware of staff who are awaiting their CRB checks and sign a company restriction policy to ensure that unvetted staff are never left alone with children. Effective induction procedures and regular training courses successfully promote and remind staff of the policies and procedures within the setting. The premises are safe and secure with accurate records maintained of the arrival and departure of staff, children and visitors. Although, some staff have to be reminded when leaving at lunch time. Accurate detailed daily checks and risk assessments are carried out both in the setting and for outings. Although, sand trays in some rooms are placed in thoroughfare areas, staff do not sweep up sand promptly, resulting in a child slipping and hurting themselves. Children and staff are aware of evacuation procedures which are regularly practised and recorded. Evacuation bags are easily accessible close to exits which contain accurately labelled medication to meet individual needs.

Children benefit from a conducive environment which meets the needs of their age and stage of development. Children enthusiastically and confidently access a wide range of resources from low level shelving, which are clearly labelled with words and pictures. Children make successful strides in their learning and development due to the setting they are in and the enthusiasm and effective support of skilled practitioners. The setting is taking effective steps to promote a sustainable environment as they encourage children to recycle, and children in the pre-school room excitedly discuss how they have planted, grown and harvested their own vegetables. Leadership and managers consistently communicate high expectations of staff, where all demonstrate a strong commitment to improve their practice and meet the individual needs of the children in their care. All rooms have their own action plan which they are involved in identifying, promoting responsibility and autonomy, senior staff carry out 'reflecting on practice' observations on a regular basis which are fed back and used to improve practice. Regular staff meetings enable staff to share ideas and contribute to the ongoing success of this effective setting. Equality and diversity is successfully promoted in a setting where accurate information is obtained through the close working relationships of all involved, ensuring that the practitioners have a good knowledge of each child's background and needs. A local resource centre is used to gain additional multi cultural toys and resources to help children begin to understand the diverse culture within their

community and the wider world. Children's home languages and cultures are valued and promoted within the setting through labelled displays and laminated books. Staff successfully identify and obtain additional support for children if required as soon as possible. Highly effective interagency partnerships ensure every child receives high levels of support in a setting which is highly committed to working with others and has taken a lead role in establishing those relationships by sending out letters to schools, and welcoming visits from teachers, aiding smooth transitions. They actively develop links with a local pre-school a child attends, to exchange information. The setting works closely with other professionals including the speech and language therapist, the local Children's Centre and health visitors, who visit to give advice and guidance to staff and parents.

Children benefit from excellent relationships between parents and carers. Parents play a dynamic and are an integral part of the setting and their involvement is significantly encouraged and pro-actively sought. Parental questionnaires are issued on a regular basis and parental representatives on the parent's forum meet with the staff team to share parental views, which are used to inform the settings ongoing self-evaluation process. Parents and children are warmly greeted on arrival and the setting is highly versatile in meeting children's individual needs. Daily information is shared through discussions and diaries. Learning journeys are maintained, which parents contribute to and regular parents evenings are held, keeping parents well informed of their child's progress. All parents spoken to at the inspection were very positive about the setting and felt that the staff were very approachable and listened to their requests and acted on them promptly.

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

Children benefit from regular opportunities to access the outdoors with dedicated outside areas directly off of all rooms. Toddlers and older children freely access the outdoors throughout the day, in all weathers, and excitedly fetch their coats and umbrellas as it starts to rain. Together with activities such as 'stretch and grow' and 'mini strikers' children are successfully motivated and interested in participating in regular exercise. Staff are also aware of the importance of sufficient opportunities for children to rest, and well established routines meet the needs of all the children enabling them to sleep and rest when needed. Water is available throughout the day which children freely access and staff ensure that younger children are offered drinks on a regular basis in order to remain hydrated. Children enjoy their food and snacks, which are prepared freshly on the premises by dedicated staff, who effectively meet all dietary requirements and preferences. Children and staff sit together socially at mealtimes and older children confidently serve themselves. Although, in the baby room some staff place bowls of baby food on the floor when feeding babies. Good hygiene habits are promoted and children are reminded to wash their hands after toileting and before food. Most staff are aware of effective hygiene practices and well organised routines ensuring surfaces are cleaned, linen is changed and toys are regularly sterilised. Although, some staff in the baby room wiped children's noses and did not effectively dispose of the tissue and failed to wash their hands.

Children are successfully developing awareness of safe behaviours by moving

around the setting and using resources and toys with care. Children skilfully negotiate around obstacles when riding trikes outside and are reminded by staff to take care of others. All children demonstrate they feel safe and secure, babies put out their arms to staff when entering the room, children confidently approach staff, they cuddle on staff's laps when feeling tired or seeking reassurance. All children make successful strides in all areas of learning in a stimulating environment, which is well resourced. Children are motivated to explore and independently access a wide range of suitable toys becoming curious, inquisitive learners. Children's communication, language and literacy are strong within the setting babies vocalise and imitate adults, children confidently mark make, labels around the premises develop children's understanding that print carries meaning, and they enjoy looking and sharing books. Young children investigate how toys work as they press buttons and repeat the action, developing an understanding of cause and effect. Computers and electronic toys are available as children develop their use of information technology. Staff have an accurate understanding of children's development and maintain detailed learning journeys which include parental input. A wide range of evidence is collected and regular observations identify next step's in children's learning which are used effectively to identify individual plans based on children's interests and individual needs. Effective systems have been introduced to track children's progress.

Children are settled and happy in a setting where they show a strong sense of belonging. A calm, caring, warm atmosphere is apparent throughout the nursery, where children make excellent relationships amongst adults and each other. Children's behaviour is very good, they play an active role in the setting as they begin to show an awareness of responsibility working well together tidying up ready for tea.

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	2

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	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

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	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