

Busy Bees Nursery at Hillingdon Hospital

Inspection report for early years provision

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Inspector	Maria Conroy
Setting address	Entrance C, Hillingdon Hospital, Pield Heath Road, Uxbridge, Middlesex, UB8 3NN
Telephone number	01895200156
Email	hillingdon.hospital@busybees.com
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 Nursery at Hillingdon Hospital is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited. It operates from six base rooms in a purpose-built building. The nursery is located in the grounds of Hillingdon Hospital; entrance C, in the London Borough of Hillingdon. Children attend from the local community, although priority is given to parents working for Hillingdon hospital trust. All nursery rooms have their own garden, with age appropriate toys and equipment.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 96 children under the age of eight years old may attend the nursery at any one time; of these 96 may be in the early years age group, and 60 may be under two years. There are currently 172 children in the early year's age group on roll, attending on a full and part-time basis. The nursery is open each weekday from 7 am to 6pm, closing only for public holidays. It is a policy of the nursery that children do not attend for more than nine and a half hours in a day. The nursery currently supports children who speak English as an additional language.

The nursery employs 32 staff, in total, including six room managers and two senior staff. Of those 17 hold a Level 3 qualification and three hold a Level 2 qualification. A number of the staff are working towards professional qualifications, including those at degree level.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are very happy and settled, the nursery is aware of their individual requirements due to the effective partnership with parents and other professionals and as a result, children's needs are met. The nursery consistently reviews and evaluates their practices in all areas, they undertake the process of self- evaluation and actively seek the views of parents and children to continually identify areas for further improvement.

What steps need to be taken to improve provision further?

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

- improve the measures taken in the garden to ensure there is enough shade for all children to play comfortably during the hotter weather
- improve the organisation of the pre-school room activities to provide suitable challenges and experiences particularly for the older children who are moving onto school

- review the procedures for recording complaints to include a summary of the outcome and any action taken as a result, for all complaints logged

The effectiveness of leadership and management of the early years provision

Children are protected due to the effective systems in place, the procedures for vetting staff are robust, inductions take place with all new staff, enabling them to go through the policies and procedures that underpin their practices. Staff are clear of the procedures in place if they have concerns over the welfare of a child and all the staff team regularly attend safeguarding training. The setting identifies dangers as part of their risk assessments, and takes steps to eliminate those, helping children to keep themselves safe including risks associated with going on outings. Senior staff are vigilant about security on the main front door and regular checks are undertaken throughout the day, to ensure that staff ratios are maintained as required. Policies and procedures are in place to support and guide staff with their practice, although the process for recording complaints is not always fully completed. The management team are fully effective in relation to monitoring ratios throughout the day.

The nursery has effective monitoring systems in place, both through internal audits and using the feedback from local authority visits. Regular evaluations are undertaken, they analyze accidents that have occurred to seek any changes that can be made to practices already in place. Parents are very much included in the process of self-evaluation and they confirm they are very happy with the nursery and the way in which they work. They comment that 'the atmosphere is really friendly, they are very well informed about their child's care and progress and that all staff know the children well'.

The nursery is pro-active in replenishing toys and resources, including making improvements to the areas used by the children. There are procedures in place for using the garden in hot weather and there is some shade provided in the form of parasols and gazebos, however this is not always sufficient to provide enough shade to enable children to play comfortably in the warmer weather. Resources are stored at low level enabling children to make independent choices and extend their play. Children have the opportunity to play outdoors as part of the daily routine, in their designated gardens.

Staff gain a good knowledge of the children in their care by completing a getting to know me form, when they first start, enabling them to gain detailed information about their individual needs. They plan for individual children and provide additional support for those children who require it. Children whose first language is not English are supported in the setting through the staff gaining a list of words in the children's mother tongue, ensuring that children feel secure and understood. In addition 'sign-along' is used with children who are non-verbal to enable them to make their needs known. Children engage in a good range of activities and experiences to help support their understanding of diversity, for example they enjoy celebrating festivals where they taste foods from different countries and dress in traditional clothing.

The setting is highly committed to working in partnership with other professionals,

they share information to enable them to provide tailor made support for individual children who require it. They regularly receive advice and support from other professionals who take part in meetings with the parents to plan for their children's future development. Contact is made with local schools when children move on and a transition folder is sent the school ensuring they are fully informed of children's developmental progress.

The nursery has a highly positive relationship with parents ensuring each child's needs are met. The setting regularly asks parents and carers for their views and ensures that these are used to form important decisions about the provision. Parents comment the nursery is 'fantastic and the children settle very well, they are always kept up to date about their child's day and receive suitable information on how well their child is making progress. There is a parent's liaison group which contributes to the running of the nursery, for example, devising a questionnaire to find out parents views on quality of care provided. Parents and carers are kept well informed about their children's achievement, well-being and development, through regular verbal communication and meetings throughout the year. The setting helps parents to support their children's learning in different ways, for example they give them ideas of what they can do at home to meet the planned targets for their child. Regular newsletters keep parents actively informed of any events going on and plans the nursery may have. The effective liaison with parents contributes to improvements in children's achievement, well-being and development.

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

Staff have a good knowledge of the Early Years Foundation Stage, which they incorporate into all activities. They actively engage with children and support them in their play, asking open ended questions to make children think for themselves. Staff undertake observations on the children and analyze the information obtained, they include parents in helping to identify children's interests and plan for their next steps for learning. This information is then successfully used to plan for individual developmental needs. Although on some occasions the organisation of the activities provided are not fully effective in providing enough challenge for older children, particularly those who are getting ready to leave for school. Children's progress is tracked to monitor their progress towards the early learning goals and a summary of their progress is fed back to parents throughout the year.

Children are provided with choices both indoors and outdoors of suitable age appropriate activities to promote all areas of learning. Children have fun in the water play, which keeps them nice and cool during the hot weather; they giggle and laugh with their friends as they splash in the water. Older children listen carefully to stories told by a local author and then re-enact them using simple props. Babies join in with a range of familiar songs and follow simple actions; they explore sand and water, paint with their bodies and have fun with shredded paper.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They generally play and work

alongside their friends, successfully understanding the need to co-operate and resolve situations by themselves. They learn how battery operated toys work and have regular opportunities to use the computer, counting is incorporated into the daily activities for example, they count the butterflies, they have watched grow, before they are released.

Children are secure and develop a sense of belonging to the setting due to the effective routines in place. A successful key worker system is in place who knows all about those individual children and who can meet their daily needs. Children are learning to keep themselves safe through planned activities for example they learn about the role of the fire officer, police and discuss stranger danger through reading books and stories. Children take part in regular fire drills which enable them to learn how to vacate the building in the event of a fire.

All children show an exceptional understanding of the importance of having a healthy lifestyle. They take part in planned activities such as 'healthy body, happy me', week where they focus on different topics such as brushing their teeth. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times, due to the nutritious range of meals and snacks offered throughout the day. Menus are displayed on the wall so that parents can find out how to make their child's favourite foods. They have begun to grow their own vegetables, which they use to incorporate into a cooking activity. Children have innovative opportunities to engage in a wide range of physical activities, they all enjoy 'wake and shake' action rhymes and all children have access to the garden where there is opportunity to climb, balance and steer bikes.

Children display a strong sense of belonging and security within the setting and all appear settled and happy. They are confident showing good levels of self-esteem and build strong relationships within the setting, with both the staff and their friends. Children generally behave well and they co-operate with their friends as they build the train track and they encouraged to have good manners, such as saying please and thank-you. During the summer months the pre school children take part in activities promoting independence and getting ready for school such saying good bye to their parents at the door.

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met