

Busy Bees at Edgbaston

Inspection report for early years provision

Unique reference number

EY226075

Inspection date

18/04/2011

Inspector

Jacqueline Nation

Setting address

54 St. James Road, Edgbaston, Birmingham, West
Midlands, B15 1JL

Telephone number

0121 4564919

Email

Type of setting

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.

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
W: 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).

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.

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 at Edgbaston opened in September 2002 and is part of the Busy Bees group. The nursery is situated in the Edgbaston area of Birmingham. Children are cared for in a number of rooms on both floors based on their age and stage of development. They also access a sensory room on the first floor. The premises are easily accessible and there is a fully enclosed area for outdoor play. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions and come from the local and surrounding areas.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting is registered for a maximum of 135 children under eight years at any one time. There are currently 180 children on roll, all of whom are within the Early Years Foundation Stage. The nursery opens every weekday for 52 weeks of the year. Opening times are 7.30am until 6.30pm. Children are able to receive funding for nursery education.

There are 49 members of staff employed in the nursery, 40 of whom hold appropriate early years qualifications. A number of staff hold higher levels of qualifications, including National Vocational Qualification, Level 4 and BA Honours Degrees. A member of staff is working towards Early Years Practitioner Status. A number of additional staff are also employed and support the setting. The nursery receives support from the local authority and has partnership arrangements in place with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in this very friendly and welcoming setting. Outcomes for all children in the Early Years Foundation Stage are good. All children receive good levels of care because the enthusiastic and well-qualified practitioners work closely with individual children and their families. Inclusion is given good priority and highly successful partnerships between parents and other agencies ensure that children's needs are well met and their protection assured. The management team and practitioners are continually looking for ways of improving every aspect of the learning environment through support from the Busy Bees group, monitoring the educational programme and by exploring new initiatives for the future.

What steps need to be taken to improve provision further?

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

- improve the procedures for assessing the risks to children in the outdoor play

areas.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given good consideration. Child protection procedures are detailed and practitioners demonstrate a good understanding of the action to take in the event of a concern about a child in their care. Recruitment and vetting procedures are robust and include Criminal Record Bureau checks to ensure practitioners are suitable. Children are cared for in a secure and well-organised environment. The setting's security is enhanced with the use of close circuit cameras which cover the car park, entrance area, garden and playrooms. Comprehensive risk assessments are in place that cover children's learning, indoor areas and any outings undertaken. The records clearly reflect the action taken by the setting to minimise potential risks to children. However, the arrangements for assessing the risks to children in the outdoor area on a daily basis are not always completely effective to fully support their safety. All visitors to the setting are required to produce identification before entering and sign a visitors' book. All the required documentation is in place and organised to ensure confidentiality.

The setting provides an ethos where children are warmly welcomed and it is evident that each child's uniqueness is valued and respected. There is a common sense of purpose between the established team who work well together to ensure children achieve well. The day is organised to meet children's needs and good attention is given to the individual routines and care needs of babies and younger children. As a result they develop a strong sense of security through warm support and caring contact with practitioners who know them well. Positive outcomes for children are attributed to the good use of space in all playrooms. Practitioners create attractive and stimulating areas in each playroom to support children's learning and development, their creative and imaginative skills. For example, the baby room is divided into different colour zones to create a relaxing area and a space where children explore natural resources. Older children are able to access the 'imagination station' with varied scenarios based on children's interests and ideas, and the science and experimentation area where they explore a wide range of equipment and science concepts. All children have access to an extensive range of toys and resources which are engaging and attractive. They enjoy playing in a delightful outdoor play area, which has recently been developed, to further support their learning in the outdoor environment.

Inclusion is given good attention and well-established multi-agency links provide access to specialist knowledge, skills and resources. This enables the successful inclusion of children with specific needs. Practitioners liaise closely with parents, other professionals and outside agencies to ensure each child gets the support they need at any early stage to achieve their full potential. Children's continuity of care and learning is fostered well as the setting develops links with local schools and provides a report to support each child's smooth transition. Children learn to appreciate diversity and take into account others different needs and backgrounds. They take part in a wide range of activities and experiences to support this and use resources which reflect positive images which helps them embrace differences

in culture, gender and disability. Good systems are in place to support children and families who speak English as an additional language and a number of bi-lingual practitioners are employed at the setting.

Partnership with parents is exemplary. Parents are provided with a wealth of information about the provision and are kept very well informed about their child's progress, achievements and daily experiences. They are invited to parent evenings, receive newsletters and there are opportunities to talk to practitioners at arrival and collection times. From the outset practitioners learn as much as they can about the children in their care through their interactions with parents and good settling-in procedures. Parents are encouraged to be involved in their child's learning at the setting and to contribute to their child's learning journals using observations of their child in the home environment. Feedback from parents spoken to at the time of the inspection is very positive. They talk about children being really happy, practitioners being approachable and focussed on the children, that they receive good feedback on their child's achievement, and are involved in planning the next steps in their child's learning.

Practitioners skills are utilised fully and they take on a range of roles and responsibilities within the setting. This helps to support different areas of practice, for example, behaviour management and special educational needs. The process for managing practitioners' professional development is very good resulting in a well-qualified team who continually take the opportunity to enhance their knowledge and skills and keep up-to-date with new initiatives, for example, 'Tiny talk' and 'Wake and shake'. The setting evaluates their practice and demonstrates a strong commitment to continuous improvement. This is done through the self-evaluation process, questionnaires, ongoing action plans, involvement with the organisation's management team and the local authority. The recommendations from the previous inspection have been implemented successfully to improve outcomes for children in relation to their care and well-being.

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

Children are eager to attend this welcoming and friendly setting. The good organisation of the educational programme reflects varied and imaginative experiences that meet the needs of all children well. As a result, children make good progress in all aspects of their learning and development in relation to their starting points and capabilities. An effective key person system is in place and when planning activities practitioners take cues from children and also use their observations effectively to guide planning based on children's interests and play preferences.

Children are happy, motivated and interested in the broad range of activities and take responsibility for choosing what they want to do. Children learn to think and understand for themselves supported by practitioners' open questions, and a good balance of adult-led and child-initiated activities. All children, including babies and younger children show high levels of independence, curiosity, imagination and

concentration.

Children's knowledge and understanding of the world is enhanced as the setting invite people to visit, talk about their roles and work with the children to develop their curiosity and skills. For example, they enjoy visits from a mobile animal handling company, experience Bangra music and dancing, take part in jazz sessions and science activities, where they join in with a range of experiments and activities which encourage the use of their imagination, observation, prediction and problem solving skills. Older children confidently use the computer and play counting games and practise writing their name on the smart board. Babies are beginning to understand about technology in toys, for example, by pressing buttons and turning knobs. Through play experiences all children learn about numbers, shape, size and colours. For example, they count the number of cups in the role play area, caterpillars while looking at a book, and cooking activities prompt discussions about quantities, and measuring ingredients. A strong emphasis is placed on developing children's communication, language and literacy skills from an early age, and supported more recently through an initiative known as 'Tiny talk' where simple signs and gestures are used to encourage communication skills. Older children develop their knowledge of letter sounds through daily activities, story and circle time. All children including babies have very good opportunities to practise their mark making skills using a wide range of media.

Good emphasis is placed on children's personal, emotional and social development. Children quickly develop good social skills and a positive disposition to learn. They become aware of conventions, such as taking turns to talk, and use expressions such as please and thank you. Good emphasis is placed on play and learning in the outdoor areas and this helps children develop a positive sense of well-being and gain confidence in what they can do. For example, children enjoy riding on bikes and scooters, they are able to play in sand and water, and use equipment to build up their climbing and balancing abilities. Children's creativity is fully supported and their lovely art work is displayed around the nursery. They enjoy manipulating dough, painting using different techniques, construction, role play, music and dance. Babies and younger children in the nursery have excellent opportunities to explore a wide range of resources in their own way. They wash dolls with care in the baby bath and play the xylophone with great vigour and a drum with excellent rhythm. They love to delve into treasure baskets, examine natural resources and play with wooden toys. All children thoroughly enjoy exploring their attractive and appealing environment which makes a positive contribution to their all round enjoyment and achievement.

Promoting children's awareness of healthy lifestyles is a particular strength of this setting. Children are confident when seeing to their personal hygiene and understand the importance of washing their hands before snack and meal times. For example, they talk about 'washing the germs off our hands'. Mealtimes are used to promote social development while highlighting the importance of making healthy food choices. Children's dietary needs are well met; they enjoy healthy and nutritious snacks and freshly cooked well-balanced meals. Practitioners are skilled and thoughtful in their management of children and their behaviour. Children's behaviour is very good and they show a clear understanding of acceptable

behaviour for themselves and others. Children have a good understanding of how to keep themselves safe. They practise the emergency evacuation procedures, take part in activities about road safety and learn how to use equipment in a safe way. All children, including babies, make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop their skills for the future.

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	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
--	---

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

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

Annex B: the Childcare Register

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

Met