

Busy Bees Day Nursery at Walsgrave

Inspection report for early years provision

Unique reference number

EY422559

Inspection date

04/07/2011

Inspector

Hazel White

Setting address

University Hospital, Clifford Bridge Road, COVENTRY, CV2
2DX

Telephone number

02476622485

Email

walsgrave.hospital@busybees.com

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 Walsgrave was registered in 2008. It is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited and operates from a purpose built premises within the grounds of the Coventry University Hospital in the West Midlands. The nursery serves a wide catchment area and has strong links with local and surrounding schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm for trust staff and 7.30am until 6pm for members of the public. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 120 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 198 children attending who are within the Early Years Foundation Stage. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 55 members of childcare staff. The majority of staff hold appropriate early years qualifications. The manager and a member of staff has an Early Years Degree. Six members of staff are in the process of completing courses to this level. One member of staff has Early Years Professional Status. The nursery receives support from the local authority and are members of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a nursery where staff show an outstanding commitment to providing high quality care and education. The foundation curriculum is exceedingly well planned and delivered and enriches children's learning experiences. Positive action is taken to ensure that the provision is fully inclusive and children's individual needs are fully understood. An excellent partnership between parents, other early years providers and agencies ensure an effective continuity of care and learning which enables children to make outstanding progress. The exemplary organisation of the provision and systems to monitor and evaluate the ongoing quality means that outcomes for children continue to remain high.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the organisation of meal times to further encourage children's

independence.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a comprehensive understanding of child protection issues and all have updated their training in this area. Detailed safeguarding policies are in place and staff have a robust understanding of their responsibilities and procedures to follow should they have concerns about children's welfare or safety. Superb security systems are in place as staff are vigilant and ensure they accurately identify visitors to the premises. Children are protected as highly effective recruitment and vetting procedures are followed by an exceptionally well organised management team who ensure records are maintained.

Staff provide children with vigilant supervision and additional staff are employed to cover busy periods, such as meal times. This means that staff ratios are high and staff deployment is extremely well organised to meet the needs of the children effectively. Thorough risk assessments and daily safety checks are conducted to minimise any hazards. Many staff have appropriate first aid qualifications to deal with minor accidents and they take swift action in the event of an emergency or if a child becomes unwell. Monitoring systems are highly efficient and ensure that all aspects of health and safety are constantly reviewed and implemented to the highest standard.

Exceptional partnership between parents and carers are in place. They are highly valued as an integral part of the nursery, contributing to the assessment of their child's progress and helping to plan the next steps in their learning. Staff place a great deal of importance on finding out as much as possible about children's family life, their interests and their needs so that all children are treated with equal concern. Each day staff talk to parents individually about what their child has been doing and suggest ways that they may extend and continue this at home. An established parent liaison team meet regularly and minutes are passed on to all parents so that they are all included in decision making. In addition, an up-to-date website, parents notice board and text messaging service, keeps parents fully informed of any forthcoming events and immediate information they may need.

Successful links are formed with other nurseries, schools and the local authority, enhancing professionalism and ensuring continuity in care and learning. Pre-school children have communication books which are shared with other early years settings and teachers are actively encouraged to visit the nursery. Staff dedicate the whole period from June to August showing children how to complete simple tasks that may be expected of them at school, such as changing into a P E kit and sitting in assembly, also opening lunch boxes and flasks. As a result, the transitional period runs smoothly. The nursery also has excellent links with the onsite hospital to encourage members of the local community to join in health related initiatives, such as the breast feeding support group. The nursery takes extensive steps to ensure the needs of all children are met, as they adapt the environment and undertake additional training to ensure that the needs of the

child are at all times their highest priority.

Children's well-being is significantly enhanced by exceptional organisation throughout the nursery. Children flourish in a totally enabling environment, where they make choices from an exceptional range of toys and resources. All children and families are warmly welcomed and equality and diversity is valued and respected. This is reflected through the information that staff gather and exchange with parents and through examples of how staff develop children's understanding of valuing each other and embracing differences.

The manager provides very effective leadership for a team of highly committed, well qualified and motivated staff. Morale amongst staff is extremely high and all staff work seamlessly together. They participate in appraisals and willingly complete training that further develops their knowledge in specific areas. A training matrix is used and ensures that the staff have diverse skills, which they share with each other through regular staff and room meetings. This ensures consistency in practice and is an excellent way to cascade training and disseminate ideas and knowledge. Many staff are completing courses to degree level and several have already successfully achieved this qualification.

This is a cohesive staff team who set exceptionally high standards and have been striving to achieve excellence. The recommendations from the previous inspection have been fully addressed. Child protection training has significantly enhanced staff's knowledge and understanding of procedures, therefore, children's welfare is effectively safeguarded. The garden has been totally refurbished and these changes are commendable. Staff have created areas to ensure that the outside mirrors the inside. They have focused on growing and planting and follow a 'Grow your Own' initiative through the Busy Bees Company. This involves the children planting fruit and vegetables which are then used for cooking activities. They are currently developing a mini Forest School type garden whereby the children can investigate and play in a natural environment. This has been a group project involving all staff and also parents and families. The older children have plans to create the younger babies a sensory garden which they will then care for. The setting has worked closely with the local authority and has actively taken suggestions onboard and put these in place to an exceptional standard. As a result, this is an extremely inclusive learning environment in which all children thrive.

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

Children and their families are very warmly welcomed. An abundance of art work, pictures and posters are displayed throughout the nursery. This helps to develop the children's sense of belonging and raises their self-esteem. As a result, children are extremely confident and self-assured. They make outstanding progress towards the early learning goals in all areas of the development because the staff team has an excellent understanding of how children learn and develop through their play. Planning is detailed and flexible allowing for children's individual

interests. Learning Journals are particularly well presented and show meaningful observations and thorough assessments with next steps for learning identified.

A safe, stimulating and enabling learning environment supports children's play and exploration. The nursery is exceptionally well resourced, providing opportunities for active learning in all areas both indoors and outdoors. Children have a good balance of child-initiated and adult-led activities with easy free-flow from indoor to outdoor activities. They grow and harvest vegetables and learn why some grow underground. Children are intrigued to know how carrots and potatoes can be cooked and look forward to tasting them on the following day. They have exceptional opportunities to observe wildlife as pre-school children have been actively involved in creating a discovery garden. They tend to wild flowers and sit on logs as they use magnifying glasses to examine how many spots a ladybird has or how many legs they can count on a spider.

Children have access to a computer, a digital camera, remote control toys and a range of programmable toys to stimulate and extend learning in all areas and develop valuable skills for future learning. Babies have access to push button and musical toys. A variety of treasure boxes containing objects of varying textures and natural materials, enrich babies sensory experiences. Activities are organised so that children of all ages and abilities can join in. For example, babies and young children join in with painting activities using their fingers to explore the feel of the paint. They splash in water and run sand through their fingers.

Children's imagination and creativity is exceedingly well supported through their developing role play and opportunities to use different media and materials in art and craft activities. Empty cardboard boxes, tubes and polystyrene become rockets which are going on an adventure to the moon and wooden blocks make an excellent garage to park the rocket when it returns from the mission. Children's enjoyment of books and stories are enhanced because a wide range are freely available. Children can be seen in the garden, sitting and enjoying sharing the books with their friends or listening intently to their favourite stories with an adult. This supports their understanding that print carries meaning.

Children's health and well-being is top priority where highly effective hygiene practices are in place. Fresh air and exercise are promoted as a significant contribution to a healthy lifestyle. Freshly prepared well balanced meals and snacks are cooked onsite by a qualified chef. They meet the needs of all the children's dietary requirements. Meal and snack times are social occasions whereby staff sit with children to encourage good manners. In the main, children serve their own food and drinks, although, this is less well promoted in some rooms. Children freely access their own drinks and are reminded to drink frequently and staff ensure they offer and encourage younger children to drink in order to remain hydrated.

Children learn about safety as they are effectively supported by staff who remind them of the nursery rules and boundaries. Pre-school children are learning to assess their own risks. They proudly walk around their environment with clip boards and remind others that they must wear a helmet when they are riding bikes. Children behave extremely well. They are courteous, kind and caring to one

another and build exceptionally positive friendships. Staff skilfully enable children to resolve differences as older children calmly negotiate in order to reach an amicable agreement. Children are encouraged to take responsibility for their self-care and older children make a positive contribution by helping the younger ones.

Children have many purposeful activities that promote their understanding of equality and diversity. The nursery fully reflects people's differences and exposes children to experiences in a variety of ways. For example, children immensely enjoyed dressing up in traditional wedding outfits from around the world and were amazed to see the reindeer that visited them at Christmas. Children all show an eagerness to learn and are extremely happy, fulfilled and supported by staff to the highest of standard.

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?	1
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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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