

Busy Bees Day Nursery at Nottingham City Hospital

Inspection report for early years provision

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Inspection date	20/07/2011
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Setting address	Nottingham City Hospital NHS Trust, Hucknall Road, NOTTINGHAM, NG5 1PB
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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 Nursery is part of the Busy Bees group and re-opened under its current owners in 2011. It is located on the Nottingham City Hospital site in a purpose built building. The nursery has sole use of the premises and children have access to enclosed outdoor play areas. The nursery is open Monday to Friday from 7am to 6.30pm, all year round and offers full or sessional day care for children.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 144 children in the Early Years Foundation Stage may attend the nursery at any one time. There are currently 260 children on roll, of whom 208 are within the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 49 members of staff who work with the children, all but four of these hold relevant childcare qualifications. The setting receives support from early years support workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welfare and safety of children is effectively protected and promoted. Children take part in a wide range of activities that help them to make good progress in their learning and development. Systems to monitor children's progress are currently under further development. Positive partnerships are established with parents and contribute to continuity in children's care and learning. Partnership working with other agencies is established and contributes toward children's achievements and well-being. The setting is continually striving and very motivated to continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure all the information gained from observations is being used to assess children's achievements and their next steps in learning towards all the early learning goals.
- review the use of background music in order to ensure the learning environment is fully supportive of children's learning
- review daily routines to ensure that adults are able to respond sensitively to children's feelings and behaviours.

The effectiveness of leadership and management of the early years provision

Good priority is given to promoting and protecting children's safety. Staff members have a strong understanding of their legal duties and responsibilities with regards to child protection issues and there are established partnerships in place with safeguarding agencies. This ensures all appropriate action is taken to safeguard children. Robust recruitment and vetting procedures include ongoing monitoring and appraisals to ensure all staff members continue to be suitable to work with children. High emphasis is given to ensuring children are cared for in a very safe and secure environment. Robust systems are in place to prevent unauthorised persons entering the building. Comprehensive risk assessments are carried out and include the indoor and outdoor areas, all activities, outings and any additional health support a child may need. This ensures hazards to children are effectively identified and minimised. Good arrangements are in place to support children's good health and minimise cross-infection. For example, staff members wear disposable gloves and aprons when managing children's personal needs. This protects children's good health because it significantly reduces the potential of cross-infection. Staff members undertake training in the use and management of epi-pens in order to support children who may need such assistance.

The setting provides an inclusive service and warmly welcomes all children and their families. The setting is taking part in a community support initiative. This has been introduced by the Busy Bees chain of nurseries to support families within the local community and to help to improve outcomes for their children. Designated Health Visitors refer families who they feel are in need of additional support to receive up to 20 weeks free respite care sessions for their children. Effective partnerships are established with the parents of children who attend the setting. A parent's liaison group, written policies, displays around the setting, a website, texts, emails and newsletters all help parents to be well informed and involved about how the setting runs. Parents are supported well to be involved in their children's learning. Parents have free access to their child's learning journey and they are encouraged to share their family experiences to support children's learning in the nursery. Effective partnership working with other agencies ensures children who have special educational needs and/or disabilities are well supported to make good progress. Links with other early years provisions are being developed to support smooth transitions to other settings. Strategies are being developed to support children for whom English is an additional language, including adults using some words of children's home language in the setting. Adults encourage all children to learn to value differences and diversity in themselves and others. For example, children take part in activities that include completing self-portraits and photographs are displayed throughout the setting reflecting the diversity of staff members and of families and children who attend the setting.

The learning environment is stimulating and organised well to support children to make choices and to become active learners and make good progress in their learning and development. During play staff members are supportive and sensitive to children's needs. However, during some routine times in some areas of the

setting children's feelings and behaviours are managed less sensitively.

The capacity of this setting to maintain continuous improvements is very strong. Leaders and managers consistently communicate high expectations about securing improvements. They make good use of a range of rigorous monitoring activities to continually identify how they can enhance the provision and outcomes for children. This enables the setting to have a clear vision for best practice with specific action plans in place that are driving through improvements for the benefit of the children. For example, children particularly benefit from the high quality development of the outdoor area. Good emphasis is given to including parents in these self-evaluation processes. For example, parents are asked to complete assessments of the provision in their child's playroom and as a result more information is provided to parents about the purpose and process of learning journals.

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

Children are supported to make good progress in their learning and development. Systems are currently being enhanced to use ongoing observations to assess and plan for children's individual progress and next steps in learning. This is helping to ensure challenging learning and development experiences are tailored to meet each child's individual needs and ensure children's learning is maximised. However, some staff members are not fully familiar with implementing the new systems. As a result, not all the information gained from observations is being used to assess children's achievements and their next steps in learning towards all the early learning goals.

Children particularly benefit from the provision of a wonderfully stimulating and continuous indoor and outdoor learning environment where all areas of learning are effectively promoted. This enables children to become independent and active learners. The setting recognises that some children learn more effectively outdoors. They are creating increasing opportunities for children to choose to play in the inviting outdoor area throughout the day. Particularly good focus is given to providing lots of sensory experiences to younger children. Indoor sensory areas are set up that attract children to explore and experience colour and texture of every day items and a stimulating range of materials. Children experience and explore musical sounds using musical instruments and wind chimes. They have daily access to sand, water, playdough, paint and bubbles. Outdoors, natural and recycled materials including logs and car tyres provide children with further stimuli to explore and develop their physical skills. These rich experiences help children to develop their curiosity. Throughout the setting the development of children's imaginative play is effectively fostered through the wide range of small world resources that are provided to support children's particular interests or experiences. For example, the creation of a baby clinic and a visit from a parent with a newborn baby helps to provide opportunities for children to imitate what they see and make sense of their own experiences.

Children take part in a wide range of activities that support their development of skills for the future. Throughout the nursery children's communication skills are fostered through activities including singing songs and rhymes and looking at books and listening to stories. Older children's interest in the story about an imaginary woodland character is currently being captured by staff members who are transforming an outdoor wooden storage shed into a cave for this woodland character. This creative approach helps to inspire children to continue and extend their learning. Overall children's vocabulary is effectively promoted. Older children enjoy exploring different languages including French and Spanish. However, at times the presence of background music within the learning environment hinders their ability to concentrate. From the earliest opportunity children are introduced to mark making and to the concept that print carries meaning. Staff members capture opportunities to promote children's interest as they draw children's name in the sand. Pre-school children demonstrate good levels of interest and skills in forming recognisable letters demonstrating good progress in this area of learning. Children's interest in technology is captured by the good range of resources made available to them. In and outdoors the children are encouraged to take an interest in number, shape and measure as they play. Number lines and resources such as jigsaws support children's understanding of number and simple problem solving.

Children are supported well to share, take turns and take an active part in tasks such as helping in to lay the table for dinner. They benefit from the praise and encouragement they receive from staff members who recognise and value children's achievements, which supports their self-esteem. Children confidently follow their own interests and initiate their own play. They learn about safety issues as they play, for example, how spilt water can cause accidents. Children take part in activities to develop their understanding of healthy eating. They eat nutritious meals and snacks provided by the setting and they have additional opportunities to learn about different foods through growing activities.

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	2

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