

Busy Bees at Longbridge

Inspection report for early years provision

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Inspector Parm Sansoyer

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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*.

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Description of the setting

Busy Bees at Longbridge has been open since 1996. The nursery is part of the Busy Bees Group. It operates from four rooms in a purpose built building, located adjacent to Longbridge train station in south Birmingham. Children have access to an enclosed outdoor area. The nursery serves the local and the wider community who commute into the Birmingham city centre.

The nursery is registered to care for a maximum of 60 children in the early years age group, of whom no more than 24 children maybe under two years at any one time. There are currently 90 children on roll in the early years age group. The nursery is registered by Ofsted on the Early Years Register. The nursery is in receipt of funding for the provision of free early years education to children aged three and four-years-old. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities.

The nursery is open each weekday throughout the year from 7am to 6pm. There are 18 staff employed. Of whom one holds a qualification at level 4 and is working towards a qualification at level 6 in early years, eleven hold a qualification at level 3 in early years, four hold a qualification at level 2 in early years and two are unqualified. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a caring, clean and safe environment. An interesting and well-equipped environment and positive teaching methods, which are mostly used well, contribute to children making good progress in many areas of learning and development. Children's safety and welfare is given good priority. Partnerships with parents and carers, other early years professionals and external agencies are strong and help ensure all children's individual needs are met very well. The management team demonstrate a good capacity and strong commitment for ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop further planning to ensure the learning intention of all activities is clear, to help further maximise the learning potential of all activities and experiences
- replenish and maintain activities such as the role play area, sand, water and dough to ensure they are consistently exciting and varied.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. Robust recruitment and induction procedures ensure all adults caring for children are suitably qualified and experienced. Well organised documentation promotes the safe and efficient management of the service and helps keep children safe. Staff demonstrate a high level of commitment to promoting the children's safety through being vigilant and conducting detailed written risk assessments and checks of the environment both indoors and outdoors.

Children are cared for in rooms according to their age and ability and the effective assigned key worker system means adults know the children well and mostly plan effectively for their enjoyment and individual needs. Systematic observation and assessment of what the children do and like is used well to plan for their enjoyment and achievement. Staff plan a broad range of experiences around the six areas of learning and mostly offer a good range of planned and freely chosen, purposeful play and exploration both indoors and outdoors. However, on occasions the learning intention of some activities is not always clear and therefore the learning potential of these experiences not always fully maximised. Outdoors is popular with the children as they freely choose, explore and discover with curiosity.

Highly positive relationships with all parents and carers, means they are consistently consulted and involved in decisions about the care and education of their children. Parents are kept very well informed about the provision and about all aspects of their children's achievements and progress. Partnerships with external agencies, services and other providers delivering the Early Years Foundation Stage are effectively established, to help support transition and continuity of their education and care. Children with learning difficulties and/or disabilities are included, valued and supported well.

The newly formed management team has a clear understanding about the service they provide for children and their families and have a clear vision and overview of how to further improve the nursery. They have high aspirations and draw on a full range of quality improvement tools to help secure improvement. Self-evaluation is accurate, realistic and challenging and supports the nursery's good capacity to maintain continuous improvement.

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

Children's personal, social and emotional development is supported very well. All children are secure, happy and develop a real sense of belonging. Babies develop a

sense of security due to the well organised routines, which are adapted according to the individual needs. All children form close attachments with their assigned key person and familiar staff and are happy to freely explore and investigate their surroundings and resources. Older children begin to work independently as well as alongside their peers showing mostly good levels of interest and enjoyment in their play. Children develop good habits and are well behaved due to the praise and encouragement they receive from staff that are consistent in their approach to behaviour management.

Children's communication, language and literacy is supported well. Children build good foundations for early literacy through having good opportunities to make marks both indoors and outdoors. For example, outdoors, children freely use water with brushes and use chalk and a range of writing materials and paper. Children develop a keen interest in books because they are made easily accessible both indoors and outdoors. Designated seating areas outdoors are used well by the children to share their favourite books with adults. Babies enjoy being physically close, make eye contact and use their voice and touch to communicate with adults, who support this well.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. For example, the nearby building site has sparked an interest for the children and staff have used this interest well to develop their own building site, to extend the children's interest and learning. Children benefit from meaningful experiences as they get involved in growing carrots, beetroot, onions and runner beans and learn how to care for them. Children begin to learn about their own and others cultures and customs through themed activities such as celebrating a variety of festivals and tasting foods from around the world. Babies and younger children have good opportunities to explore and find out how things work as they use a varied range of programmable toys and resources with knobs, flaps, keys and shutters. Older children have good opportunities to use the laptops to further extend their learning and gain their confidence in using information and communication technology.

All children enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials and engaging in role play. Children respond well to what they hear, see, smell and touch as they use the sand, water, dough and cornflower mixed with water. However, some of these activities are not always replenished often enough or maintained well enough to ensure they are exciting and varied. Children's problem solving, reasoning and numeracy is building well. They seek patterns, count, sort and match through using a range of construction toys, puzzles and games.

Children learn how to stay safe through gentle reminders from the staff and through themed activities and visitors, such as, the crossing patrol, police and fire brigade. The extent to which children adopt healthy lifestyles is good. Staff and children follow effective hygiene practices to prevent the spread of infection and children enjoy a clean and hygienic environment. Children greatly benefit from the access to fresh air and the outdoor environment throughout the session, which contributes significantly to their health and well-being. Children benefit from well balanced, nutritious meals and snacks, which are freshly prepared on the premise

and enjoyed by the children. Children become active and inquisitive learners, which contributes well to helping children develop good 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	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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