

Barney Bees Day Nursery Ltd

Inspection report for early years provision

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EY312823

Inspection date

02/08/2011

Inspector

Julie Biddle

Setting address

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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

Barney Bees Nursery opened in 2003 and operates from a detached, self contained building. It is situated in Slough. A maximum of 77 children may attend the nursery at any one time and a maximum of 24 children may attend the out of school club. The nursery collects children in the minibus from several local schools. The nursery is open each weekday from 7.30 am until 6.30 pm, 51 weeks a year. All children share access to a secure outdoor play area.

There are currently 142 children years on roll. Children receive funding for nursery education. Children come from the local and surrounding areas. The nursery currently supports with special educational needs and/or disabilities and children for whom English is an additional language.

The nursery employs 35 staff including the manager, chef and housekeeper. Of these the majority of staff hold suitable childcare qualifications and two are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a fun, busy and happy environment for children where they are valued and respected. The setting is effective in helping children to learn and develop. Staff pay appropriate attention to children's emotional needs and to building relationships with them. A positive partnership with parents, carers and other professionals enables children's individual needs to be effectively met. Overall the organisation of the setting is suitable. The manager and the staff team have clear visions for the future and demonstrate a high level of commitment to addressing any improvement to enhance the service for the children

What steps need to be taken to improve provision further?

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

- organise meal and snack times to allow for children's independence

The effectiveness of leadership and management of the early years provision

The setting has a strong commitment to keeping children safe. For example a robust recruitment procedure that includes Criminal Records Bureau (CRB) checks, references and a detailed induction period, where staff are closely monitored to ensure they are suitable to work with the children and in the setting. The staff are

very conscious of safety and ensure that children's safety is paramount. Visitors to the setting are required to sign in and can be viewed from the office area. Written risk assessments are in place and staff check the premises and garden daily.

Security is well managed to ensure children cannot leave the premises unsupervised and staff are well deployed across the setting to further protect the children. In addition children are kept safe on outings due to the risk assessments undertaken.

The management team are enthusiastic in sharing their vision for the setting with the staff. Recommendations set at the last inspection have been met, so benefiting all the children in the setting. The manager and the staff have completed a self evaluation that accurately reflects the setting's strengths and areas for improvement. Regular staff meetings and appraisals support staff in their role. For example they attend relevant training courses in order to enhance their skills and to promote their continued professional development.

Partnership with parents is a strength in the setting. Parents are unanimous in their praise of the setting and the staff. There are clear channels for communication both verbal and written, regular newsletters keep parents informed of staff changes and events in the setting. Photographic displays show parents how activities are linked the Early Years Foundation Stage and how their children are learning as they play. Furthermore, busy notice boards give parents opportunities to view child related information to support them in their role as the main carer. The setting works very closely with other professionals to support and, in turn, benefit all the children.

Staff support children in their understanding of local and wider world, they are provided with experiences that help them to develop a positive sense of themselves. Children are valued for who they are and their differences appreciated. Staff's planning for the individual child helps to narrow the achievement gap and support all children's progress. A range of toys and resources help to promote children's understanding of diversity within our society. Children make good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements.. The staff record individual progress records and learning journeys for each child, detailing observations and photographs of their achievements. The information gathered is used to track children's progress in all areas of learning.

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

Children are happy and settled in this busy stimulating environment. Children play and learn in age related groups, however activities such as lunch times are shared with all children across the setting; meaning children have opportunities to socialise with children of varying age groups. Furthermore, children are beginning to form positive relationships with the staff and so feel safe and secure. Many of the children have developed good friendships and greet each other with enthusiasm and warmth. Children receive lots of positive praise and encouragement from staff throughout the session, helping them to feel a valued member of the setting. Staff show respect for the children, they speak to them with kindness and in a way that captures their interest. Staff have developed good

questioning techniques to encourage children to think and problem solve for themselves. For example, they ask how many green bottles are left when one has fallen and children are delighted to play the part of the green bottles falling, they join in enthusiastically with the song as they act out their roles.

Children have wonderful opportunities to explore the outdoor environment; they are taken on nature walks in the surrounding areas and to shops to select food types. This gives children an understanding of nature and food chains, in addition children plant and harvest food such as strawberries and potatoes. Delightful creative examples show how children use skills of painting, sticking and printing. Furthermore children have good opportunities to express themselves creatively they have access to a range of creative mediums, such as shredded paper, that enhance creative activities and minds. Staff work hard to support children as they gain skills such as using scissors and cutlery correctly.

Babies are cared for in a separate room, where they are encouraged to explore using their skills of walking, crawling and stretching. They, for example, relish in a fun session of singing and dancing. Babies act out the song, jumping up and shaking their hands and feet to the music. Staff encourage babies to gain an understanding of their bodies as they cool down by playing in a paddling pool. There is lots of laughter and excitement as water is splashed and poured over the babies.

Children are supported to show kindness and understanding to each other children. Babies are well supported by staff to gain confidence in their surrounding and to make choices about their play. Babies show through their body language they are secure and safe as they happily cuddle with staff when they awake from sleep time. Babies have fun as they play 'Boo' in the ball pool and press buttons to change effect.

Children are developing a very good understanding of healthy lifestyles. They enjoy a healthy diet that includes fresh fruits and vegetables, all food is cooked freshly on site. Meal times are social occasions however, lack of organisation at this time means the children have very limited opportunities for independence and choices at this time. The outdoor environment enhances the children's understanding of good physical development and exercise. The equipment is sufficiently challenging and the choice of wheeled toys, balls and the planting areas, ensure there is something to suit all ages. Staff support children's ongoing good health by maintaining good standards of hygiene at all times.

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