

Busy Bees Day Nursery at Weston Super Mare

Inspection report for early years provision

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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 Day Nursery re-registered in 2008 and is part of a chain of privately owned nurseries across the country. It operates from purpose built accommodation in Locking Castle, Weston-super-Mare, North Somerset. The nursery serves the local and surrounding community. The accommodation includes six base rooms. Babies and pre-school children are housed on the ground floor and children from 18 months to three years old are upstairs. A lift is available to improve access to the first floor. Toilet facilities are situated on both floors. The first floor accommodation also includes laundry facilities, staff room and the kitchen.

The nursery is registered on the Early Years Register for a maximum of 100 children, aged from three months to the end of the early years age group; of these, 48 may be under two years old. There are currently 200 children which includes children who are in receipt of early education funding. The setting supports a number of children with special educational needs and/or disabilities and for whom English is an additional language. The group opens five days a week all year round, except bank holidays, from 8:00am until 6:00pm.

There are 31 staff who work directly with the children; of whom, 24 have Level 2 or above early years qualifications. Four staff are currently working towards a recognised qualification. The setting also employs three support staff; a cook, a kitchen assistant and an administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive and caring relationships have been established between the children and their key person. Therefore, children are confident and settled where, on the whole, their needs are routinely met and their health and safety is promoted consistently. Each child is supported well and they make good progress in their learning and development through effective interactions by staff who plan purposeful activities to support their development. There are strong links with parents who are encouraged to be involved in the running of the setting and their children's care and development. Other partnerships are being successfully developed. Effective steps are taken by leaders, managers and early years practitioners to evaluate the provision to 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:

- develop further assessment arrangements to consistently identify appropriate

- learning priorities which are linked to the child's stage of development
- improve sleeping arrangements for children under two years old in particular, to enable them to sleep undisturbed with appropriate furniture for their age and/or stage of development.

The effectiveness of leadership and management of the early years provision

Safety and security are of high priority at the nursery for instance, all adults visiting the setting are greeted by a member of staff and identification is checked. There are good systems in place to ensure the safe collection of children by suitable adults for instance; photographs of those who can collect are available in children's individual records. Children are able to roam freely and independently as detailed risk assessments of all areas used by the children have been established. These are regularly reviewed and updated in-line with well-documented accident records. Children are cared for by well-qualified and experienced staff. Rigorous systems are in place to ensure that staff are suitable for their role. Staff are clear on their responsibility to safeguard children and are aware of the Local Safeguarding Children's Board procedures.

Busy Bees Day Nursery provides a warm and welcoming environment with colourful displays which record children's endeavours. On the whole, there is a good range of high-quality, easily accessible toys and resources to meet children's age and stage of development within each room and in the fully enclosed outdoor area. Good use is made of the key person system, in particular to promote smooth transition between rooms, and positive relationships are established. Consequently, children are confident and settled within their base room. However, sleeping arrangements do not always ensure children's well-being, in particular those under two years old. For example, a young child is put to sleep on a sleep mat in a busy play room close to toilet facilities and needs to be supervised by a member of staff as other children want to play with him or are being escorted for nappy changes. Children with English as an additional language are supported appropriately. For instance, staff engage with parents to identify keywords to support their linguistic development.

Effective systems are in place for the continuous improvement of the setting for instance, a yearly plan involves all staff in prioritising areas for improvement. Action plans are used productively and clearly identify how plans have been met and what has been achieved. Some improvements have been embedded such as, a company initiative, 'Wake and Shake', which has improved children's understanding of healthy lifestyles and has encouraged the parents to use the ideas at home. Monthly team meetings enable continuity in children's care for instance, through discussions of well-written policies and procedures to underpin good practice. The parent partnership group are fully involved in the self-evaluation process and are able to contribute to the running of the setting for instance, in introducing parental support to provide more opportunities for children to be physically active. Management listen well to parents and implement improvements such as, the introduction of a daily communication book next term so that information is regularly exchanged. Engagement with parents is good and

there is a regular two way flow of information which enables parents to be involved in children's learning. Parents are invited to take part in training to promote children's well-being such as, an evening which successfully engages parents in improving their first aid skills. There is good partnership working at all levels to promote children's welfare for instance, through the engagement with speech therapists and 'Springboard' to support children with additional needs.

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

There are excellent transition arrangements in place to support children as they move between rooms to enable them to be well supported. Sensitive observations are made during the child's five initial sessions in the designated room so that staff are very clear on children's social development, their interests and their engagement in activities. Children confidently engage in a broad range of activities both independently and with support. Many mark making and creative projects are seen throughout the nursery both indoors and outside. For example, an enthusiastic member of staff engages children in imaginative play using the large, outdoor play equipment to create a space journey. Children keenly participate in the countdown and descend the slide wearing their spacesuits. The practitioner challenges children's communication skills and introduces concepts such as, gravity to extend their thinking. Children continue the theme in their construction and show good coordination as they link the magnetic pieces together to create rockets. The youngest children are well supported in their sensory development. For instance, babies thoroughly enjoy exploring the sand whilst toddlers enthusiastically investigate the flour with good interaction from staff. Children are consistently reminded of safety especially to be mindful of other children's eyes.

There are robust systems in place to ensure that staff are aware of children's starting points and capabilities for instance, through the 'getting to know me' pro forma. Staff complete regular observations of children's engagement in activities which are linked to a tracker document to show children's progress. However, the tracker document is not consistently used effectively to identify learning priorities relating to children's stage of development. Parents are encouraged to contribute to children's learning through an 'At Home' form and information recorded on the development summary is shared with parents on a regular basis.

Children have numerous opportunities to be in the fresh air and active in the well-equipped outdoor area. For example, children negotiate space and create pathways well on a broad range of ride-on toys. Children become aware of their own developing needs. For instance, children independently remove their shoes to empty them of sand when it becomes uncomfortable. Children are also able to access water throughout the day when they are thirsty for instance; younger children have photographic labelled drinking flasks which are stored on a low table. Children enjoy healthy and nutritious snacks and meals prepared by a dedicated cook who has sought additional support in creating appropriate menus which are shared with parents. All meals meet children's special dietary requirements and good systems are in place to ensure children receive the appropriate food. For

example, colour coded place mats are used to identify those children with specific requirements. Independence is encouraged for the older children who are able to serve themselves at lunchtime. Clear information is available to support the youngest children during the weaning stages. Children are aware of the good hygiene arrangements established by the nursery for instance, all children are aware of the need to wash their hands before eating. Children become aware of their own safety. For example, younger children are given gentle reminders to be vigilant on the stairs and to hold on to the child height rail to prevent them falling.

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

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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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