

Busy Bees Surestart Canterbury

Inspection report for early years provision

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Registered person	Busy Bees Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Busy Bees Surestart Canterbury Children and Family Centre opened in 2006 to serve the local area. The centre comprises a day nursery, which is open each weekday through the year from 08:00 to 18:00; a crèche to support parents and carers attending the centre; and a variety of courses and drop-in support groups for parents, carers and their families. All services are housed in a purpose-built building with outdoor play areas for the children. There are currently 86 children aged from birth up to five years on roll in the day nursery; 18 of these receive free early education. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language.

Executive board members oversee the operations of the centre, including the management of the budget and recruitment of staff. There is an overall centre manager who has recently been appointed. She is supported by a management team which includes the day nursery manager and a part-time qualified teacher. There are 20 staff who work with the children in the day nursery; of whom 17 have early years qualifications to level 2 or 3. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Premises and equipment are clean. Effective procedures for nappy changing and food preparation are in place to prevent the spread of infection. For example, staff wear disposable gloves, aprons and they use disposable sheets on changing mats. In addition staff use antibacterial spray and provide individual bedding, which is washed after each use. Children learn about the importance of keeping themselves clean, because staff give gentle reminders to wash their hands at appropriate times such as before eating, after messy play and after visiting the toilet.

Meal times are social occasions where children chat to their friends and adults. Pre-school children make choices by serving themselves from dishes on the table. This is still to be extended to younger children. Children enjoy a variety of nutritious meals that are freshly prepared and cooked on the premises. Children's allergies and preferences are known and respected. Drinks are offered regularly, and nutritious snacks are provided, for example fresh fruit, milk and water. In addition, a jug of water is readily available for children to access to keep themselves hydrated. Babies are provided with appropriate food which is also prepared on the premises.

Sufficient staff have up-to-date first aid training and parental permission is in place to enable staff to seek emergency medical advice or treatment. Therefore, staff are able to act in the best interest of children if they become ill or have an accident.

Accident records are maintained appropriately. Prior written consent is in place to administer non-prescription medicine, such as fever reducing medication. However, this is blanket consent and obtained from parents at the time of registering at the setting. This does not take parents preferences into consideration as some of the medication is provided by the nursery.

Children benefit from opportunities to play outside every day in a secure environment. Children clearly enjoy playing outside and are developing their physical skills using a range of equipment and activities which promote their large muscle development and help them to acquire a healthy attitude to physical exercise. Babies are able to freely develop their physical skills in the baby unit; they crawl, pull themselves up to stand, and climb safe equipment with support from staff.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are safe and secure. The environment is carefully prepared allowing children to move around safely and freely. Toys and resources are stored safely in well organised, clearly labelled low level units; as a result children are able to self-select and make independent choices of the resources they wish to use.

There are effective systems in place for monitoring visitors and for arrival and collection of children. Staff are vigilant about children's safety; they ensure that regular headcounts are taken to keep children safe. Children learn to keep themselves safe as staff remind them about the rules and safety practice, for example, walking inside. Staff working with babies know the current recommendations for laying babies to sleep and they are checked frequently. The outdoor play area is safe for children to enjoy fresh air and with safe equipment that is suitable for their ages and need. Fire detection equipment is accessible in all areas and drills are carried out periodically to keep children safe. However, records of fire drills are not yet cross referenced to the attendance register to ensure all children are regularly involved in the emergency evacuation practice.

Effective procedures are in place to ensure that staff are suitable to work with children. Staff wear a blue logo t-shirt so that they are easily identifiable to children and adults as a safe person within the setting. There is a child protection procedure and key staff have attended safeguarding children training. However, the policy does not reflect current guidance and some staff are insecure about safeguarding children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The environment is carefully prepared and well-organised. As a result, most children arrive happily and soon settle. Younger children finding separation from parents difficult are comforted by caring staff who reassure them. Children are developing

good relationships with staff through the key worker system. Young children's routines are obtained from parents to enable staff to provide appropriate care. However, the routine around lunch times does not effectively meet the needs of all young children. For example, effective practice is not in place so that staff recognise the signs of babies' tiredness when feeding. As a result, some babies become unhappy and reluctant to feed.

Staff are using the Birth to three matters framework to help plan and provide a range of experiences for babies and young children. Children make choices because they are provided with accessible, good quality and stimulating toys and equipment for their age and stage of development. Babies and young children are provided with opportunities to explore their senses such as paint, cornflour, jelly and foam. Young children are familiar with songs and rhymes; staff sing and they anticipate and join in the actions such as 'if you are happy and you know it'. This helps young children develop their co-ordination. Staff sing to younger babies who are finding their voice, they are copying and mimicking staff. A well planned role play area encourages children to use their imagination. Babies are finding out what they look like because staff carefully place mirrors around the room. All children have the opportunity to play outside in a secure garden.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and how children learn. The team receive good support from a skilful practitioner. As a result, children are making good progress in their learning. Observations are made on children to identify children's next steps. These are used effectively to inform the planning of activities to ensure all children are sufficiently challenged. Activities are planned loosely around topics, children's interests and events in their lives. A skilful practitioner takes responsibility for the planning and works closely with the staff. Children are confident and happy. They are eager to join their friends and join in the play. They are developing good levels of independence such as hand washing and visiting the toilet independently. At lunch times children serve their food from a dish. Plans and photograph show that on occasions children have the opportunity to prepare their own snacks. However, this does not happen routinely as the snacks in the snack bar are pre-prepared in the kitchen by staff. Children are developing appropriate levels of concentration and are able to sit quietly and listen when required.

Children receive regular opportunities to attempt writing for different purposes, for example, drawing, painting and through 'write dance'. They have opportunities to recognise letters in their names and are eager to trace the letters with their fingers. In the role play area, currently a hospital, children further explore writing as they make up patients' records and write prescriptions. They receive good opportunities to recognise their names as they self-register upon arrival and at snack times. Children enjoy reading in both the book area and role play area. Familiar reading materials such as magazines and newspapers are available in the role play area to help children make sense of their world and everyday living. Children are introduced to new vocabulary and unfamiliar words are explained to them.

Children's mathematical development is promoted well. The programme is carefully planned to allow children to solve a range of simple mathematical problems as part of free-play and part of the daily routine. For example, children count breadsticks out and they work out how many pieces each child can have and how many are left over. Problem solving activities are extended to the outside play area. For example, children search for a make-believe missing puppy. Children use mathematical language as part of the planned activities. They compare objects that float and sink in water and cooking with staff helps to develop children's understanding of mathematical concepts. Singing is part of the daily routine when children sing as they wash their hands before eating and at group time.

A timeline has been recently introduced to help children develop the understanding of time and to reinforce what happens next. They are learning about growing plants and recognise the difference in the growth of plants. Children are given time to explore their senses to investigate a range of materials, for example, dough, sand, water and feathers. They freely access paint of their choice. Their imagination is extended as they have opportunities to participate in role play in a variety of situations. Children receive good opportunities to develop their awareness of technology and understand how things work, for example, they have free access to a computer. Children participate enthusiastically in music exploring different sounds such as shaking and banging. Children receive opportunities to use a range of tools and materials that promote their small muscle skills, such as brushes and scissors. Outdoor play is part of the planned daily routine and children enjoy their time playing outside exploring and investigating. However, as yet the plans do not cover all six areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children arrive happily and most settle quickly to play. They are developing relationships with the staff through the key worker system. The gathering of information from parents about children's likes and dislikes and a settling in programme help children settle and cope with separation from their parents. All children have the opportunity to play outside each day. Older children have opportunities to visit the local community to develop an awareness of the wider world. For example, visits to local school, to feed the ducks and to the local theatre. In addition, visitors to the setting further develop the knowledge of the wider world. Babies are taken for walks around the perimeter of the setting, as yet, this does not extend to the local community.

Children are well behaved and are developing good levels of confidence and independence. Praise and encouragement given by staff contributes to children's positive behaviour and strategies take children's age and stage of development into account. Children are learning to share and take turns. They are sensitive towards each other's needs, for example, waiting for their friends at meal times. Children are developing their understanding about diversity through resources and planned

festivals such as Hanukah and Philippine New Year. Some books are in children's home language and parents visiting to share celebrations further extend their awareness of diversity in our society. All children are welcome to the setting. There is a named member of staff who is the special educational needs coordinator and has attending appropriate training. There are good systems in place to liaise with outside agencies to promote positive outcomes for children. Children's spiritual, moral, social and cultural development is fostered.

Parents are greeted warmly by staff and are welcome to stay and settle their children. Parents receive written information from staff sharing details of their child's food, drink and rest routines. In addition, staff take photographs of children to share with parents with the title 'a day in the life'. This helps parents understand how their children spend their time in the setting. News letters, a prospectus and policies keep parents informed about the nursery's practice and procedures. However, the provider was unaware of the regulations on complaints and had failed to keep a record of complaints made by parents, which they can see on request. Consequently, parents are not provided with the required information. This is a breach of regulation.

The partnership with parents and carers of funded children is satisfactory. Parents are informed verbally about the education program at the time of registering and some parents have attended a workshop for the Foundation Stage and received written information. However, this was some time ago, and as a result, some new parents are yet to receive written information. Parents are aware of children's development record, as yet parents are not involved in establishing children's starting point on entry and they do not contribute to children's development records.

Organisation

The organisation is satisfactory.

Additional services are established and a variety of groups, involving parents and members of the community, use the facilities. There are well-established crèche facilities which are frequently used by parents to enable them to attend training courses.

Children enjoy a good time at the nursery setting. They are generally happy and settled. The daily routine is balanced to include quiet times, play time, feeding times and physical play. However, some aspects of the organisation do not effectively ensure that all of the young children's individual needs are met.

The registration certificate is displayed to show parents the conditions of the registration. The registered person ensures that staff are suitable to work with children through a robust recruiting system and effective vetting procedure. Staff meetings, regular supervision and appraisals are developing to ensure staff's professional and personal development. Most of the staff have a relevant childcare qualification to level two or three. New staff receive induction but a few staff do not have a sound knowledge of some the policies and procedures. The required documentation for the safe and effective management of the setting and the welfare

and care of children is maintained but there is an omission in one child's medical record and in the recording of one child's attendance.

Leadership and Management of the setting is good. Staff have a secure knowledge of nursery education because they are well supported by a qualified teacher. The system for monitoring, reviewing and evaluating the nursery education is effective. Consequently, support for staff with planning a broad and balanced range of learning opportunities to help move children on to the next steps in learning is good. The routine is balanced to include adult directed and child initiated activities based on play. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints about the childcare provision

Since registration Ofsted has received one complaint about the security of the perimeter fence, and staff to child ratios within the baby unit, relating to National Standards - 2: Organisation, 4: Physical Environment and 6: Safety. Ofsted investigated by conducting an unannounced visit to the provision and found that the outside play area of the premises was not secure, but the adult to child ratios were being maintained. The provider was therefore given one action relating to the complaint under National Standard 6, to ensure the perimeter fence is safe and secure. Response to the action was received confirming that the outside area has been made safe. Ofsted was satisfied that by taking this step the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

The provider has not recorded all complaints made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop knowledge and understanding of procedures for administering medication
- increase staff knowledge and understanding of child protection, in line with the Local Safeguarding Children Board procedures
- review and organise the feeding routines for babies to meet their individual needs
- ensure that the complaints policy reflects current regulation
- ensure records show children's hours of attendance and keep children's medical information up to date

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to plan and develop the outside area so that it covers all of the six areas of learning
- continue to develop partnership with parents so that they are well informed and contribute to the education programme.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2473)* which is available from Ofsted's website:
www.ofsted.gov.uk