

Busy Bees Day Nursery at Northwich

Inspection report for early years provision

Unique reference number	305146
Inspection date	18/08/2011
Inspector	Sylvia Cornock
Setting address	1 Kingsmead Square, Regency Way, Northwich, Cheshire, CW9 8UW
Telephone number	01606 352614
Email	
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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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 Day Nursery is owned by Busy Bees Day Nurseries (Trading) Limited and was registered in 2007. It operates from a single storey building in the Kingsmead area of Northwich, close to local schools and shops. The nursery serves the local and surrounding areas. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm. The nursery is open Monday to Friday, all year round, except for Bank Holidays. A maximum of 107 children in the early years age range may attend the nursery at any one time. Of these, not more than 38 may be under two years. There are currently 87 children on roll of whom 26 are in receipt of funding for early education. The nursery currently supports children with learning difficulties/disabilities. The nursery is registered on the Early Years Register.

There are 14 members of staff, of whom 12 including the manager work directly with the children. Of these, the manager holds the Nursery Nurses Examination Board qualification and is currently undertaking a Foundation Degree in Early Childhood Studies. Seven staff hold National Vocational Qualification Level 3 and two staff hold Level 2. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted with some outstanding aspects. Staff are professional and endeavour to maintain a high standard of care and education. Children make good progress in their learning and development and enjoy an extensive range of highly enjoyable activities and resources. They are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. Overall, the setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- make use of outdoor areas to give opportunities for investigations of the natural world, for example, providing further natural resources and using the local area for exploring both the built and natural environment
- ensure there is adequate space to give scope for free movement in respect of the pre-school aged children at lunch time.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Effective recruitment, employment and induction procedures are in place to protect children. Staff sign to say they have read and understood the safeguarding policies and procedures which are reviewed on a regular basis to ensure they continue to meet requirements. The organisation and management of the setting is good, with the focus always on helping children to make good progress and promoting their welfare. For example, staff ensure that the environment is always safe, clean and fit for use through extensive daily risk assessments and safety checks.

The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards for the local community. This is demonstrated by most staff holding an early years qualification and undertaking further qualifications to support their existing expertise. Regular meetings and good self-evaluation systems ensure the management team have a clear awareness of the setting's strengths and areas for improvement. The five recommendations from their last inspection have been addressed and staff are committed to securing further improvement to the setting. Room leaders and managers have created a warm and welcoming ethos for all children and their families. The high quality furniture, equipment and resources clearly benefits children who thrive.

An equality and diversity policy outlines a commitment to promoting inclusive practice. Staff have a good knowledge and understanding of individual children and, as a result, their needs are well met. Children with special educational needs and/or disabilities are well supported through staffs' outstanding liaison with other professionals, parents and carers. Excellent systems are in place to work alongside other schools, settings and carers to ensure progression, continuity of learning and smooth transition of all children. Partnership with parents and carers is superb as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions, newsletters, parents' evenings and the sharing of children's learning journeys. Parents and carers are actively encouraged to support their child's learning through their involvement in sharing themes and interests at home. Parents and carers comment on how valuable they find this and how they appreciate the caring and dedicated staff.

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

Children enjoy and make good progress in their learning and development because staff organise the learning environment exceptionally well. The extensive range of resources and equipment are varied, stimulating and easy to access. Staff organise the space and resources within the indoor and outdoor areas with great skill, offering an extensive choice of experiences and interests. However, within the pre-school room at lunch time, the system adapted is good, but space is less well

organised resulting in children not following an orderly manner and they become very noisy. Children throughout the nursery receive an extremely rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play. Staff keep daily records of children's progress and make detailed activity plans. As a result, children's interests are captivated, and they are quickly learning how to be positive, considerate people, with a desire to participate and achieve.

Children are greeted at the door with a warm smile into the bright and welcoming environment. As a result, all children feel secure, confident and at home, and make significant gains in their learning and development. All children progress in their personal, social and emotional development as staff are effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. Staff throughout the nursery use praise and confidence building to successfully teach children to behave well and play cooperatively. They provide a wide selection of resources to enhance children's communication, language and literacy skills. Children view their names and observe posters, labels and print, with an understanding that letters represent words. They have many opportunities to recognise and use number sequencing through everyday activities. For example, older children confidently count the number of bears they are using in their game and use good language to describe 'big', 'little' and 'baby' bears. They demonstrate good listening skills and concentration as they make cakes at the baking session.

Children's creativity is supported through an excellent range of role play equipment, construction toys and an extensive range of media. For example, all babies and children freely use chinks, paint, sand, water, dough and recycled materials. Children have good opportunities to use programmable toys and equipment, such as computers, music players, calculators and cameras. All children have fun and enjoy the outdoors where they can choose activities to develop their creative and physical skills. However, opportunities for all babies and children to explore a wider variety of natural materials or walks in the local environment is less well developed. Children independently find spiders as they root through the herb garden and show excitement as they dig in tubs to find carrots and potatoes. They use resources and participate in celebrating various cultural festivals which effectively promotes their understanding of the wider world.

Children's welfare is promoted by the staff. For example, children are taught how to be safe through themes, discussions and taking part in evacuations of the building. The setting embraces and welcomes everyone into a wholly inclusive environment. The provision of healthy snacks and meals is superb and the availability of drinking water for children to help themselves promotes their understanding of keeping healthy. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit 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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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