

# Busy Bees Day Nursery at Beverley

Inspection report for early years provision

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**Unique reference number** 314667  
**Inspection date** 12/09/2011  
**Inspector** Carol-Anne Shaw

**Setting address** Butterfly Meadows, Grange Way, Molescroft, Beverley,  
North Humberside, HU17 9GP

**Telephone number** 01482 679999

**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*.

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

Busy Bees Day Nursery was registered in 1998. It is part of a national chain of nurseries managed by Busy Bees Day Nurseries, a private company. The setting provides day care for children within the local and surrounding community. It is situated in a single story purpose built premises on the outskirts of Beverley East Riding of Yorkshire. There is a manager employed to oversee the day to day running of the setting. Children have access to three main base rooms and enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary Childcare Registers, to care for a maximum of 108 children at any one time, under the age of eight years. There are currently 103 children aged from seven months to five years on roll. The setting is open for 52 weeks of the year, from Monday to Friday from 7am to 7pm. The group supports children with learning difficulties and/or disabilities and English as an additional language.

There are eighteen members of staff who work directly with the children. The majority hold a level 3 early years qualification. There is one member of staff with an early years degree. The manager has a level 4 management qualification. The staff team is supported by the area Childcare Manager who has Early Years Professional Status. Other staff are employed to take care of the cooking, administration and cleaning.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly motivated to deliver excellent care and learning for children. All children are effectively included in all aspects of the provision and fully participate in the activities at their level. Children's welfare is well promoted, they benefit from the outstanding partnerships developed with parents. The staff team are highly skilled professionals and the setting has effective, monitoring systems which are used to monitor all areas of the provision. Plans for ongoing development are embedded in the ethos of the nursery. The provision drives forward improvements that have a positive impact on outcomes for all children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the outside environment, extend the opportunities for the older children to garden and have experience of growing a wider range of flowers, fruit and vegetables.

## **The effectiveness of leadership and management of the early years provision**

The setting promotes children's welfare to an exceptionally high level through the rigorous maintenance of records, policies and procedures that cover all aspects of the setting. For example, staff are selected and recruited through excellent systems that include, thorough induction programmes, ongoing appraisals and continuous training that is relevant and successful. Safeguarding children is given the highest priority as all staff are trained in child protection and retain relevant and current first aid certificates. All staff are confident that they would promptly report any concerns or allegations in line with Local Safeguarding Children Board procedures, the nursery's policies and procedure identifies relevant contact details, both outside and inside the organisation. Risk assessments are comprehensive and robust. Staff receive regular practise in the use of emergency systems and safety equipment and they remain alert and vigilant about children's safety at all times. Children display an excellent awareness of safety issues and learn how to recognise and understand how to keep safe. The steps taken to safeguard children are exemplary.

Partnership with parents and carers is outstanding and parents are very complimentary about the group. Notice boards, newsletters and the information booklet for parents are all highly informative. Parents are encouraged to share what they know about their child, before and during their child's time at the nursery. Children's learning journals are completed and parents add information from home about their Childs interests and progress.

Resources are of a high quality and extremely well organised in all sections to promote children's learning. The effective indoor enabling environment, allow children free access to self select from a wide range of high quality resources and equipment. The outside resources are effectively organised for the ages of the children, however, there are limited opportunities for children in the preschool section to play on the grass and fully explore growing plants and vegetables. Children have many opportunities to learn about the diverse world and the staff team ensure the provision is fully inclusive, giving a high priority to equality and diversity. The well resourced displays and posters throughout the nursery inform and support children's understanding of differences.

Inclusive practice is well promoted, children follow individual educational programmes developed in consultation with parents. Its delivery is monitored by specialist staff within the setting to ensure that children make effective progress from their original starting points. The staff team work closely with parents, carers and other professionals effectively to identify, monitor and fully promote individual development. Staff work very closely with parents, carers and when required with other professionals to identify, monitor and promote the development of children with disabilities and/or learning needs.

Partnership with others providing the Early Year's Foundation Stage is effective and close working with the local schools promote children's effective transition. The manager and staff team are extremely confident in each other's abilities and

there is highly effective teamwork and communication to ensure the smooth running of the provision overall. There are many opportunities to attend training and the support for staff development continues to enhance the quality of the provision. The manager and staff team attend ongoing training to keep informed of current childcare and learning issues. The staff team are well deployed throughout the day. The key person system is effective in supporting individual children's well-being, with excellent knowledge of individual children's interests.

Monitoring systems for self-evaluation purposes are extremely effective and the setting takes into account the views of children, parents, staff and other professionals in its ongoing self-evaluation process. This leads to development actions being set and addressed each month which improves the outcomes for children and demonstrates a commitment to continuous improvement. The team have developed the outdoor area since the last inspection, to include, resources and activities that support the six areas of learning in all three sections. They have requested that an area of grass next to the preschool play section be, fenced so it can extend the opportunities for the children to play freely on the grass and do more large scale gardening projects.

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

The children are extremely confident and happy in a secure environment in which they have many stimulating opportunities for their learning and development. The play activities offer new and interesting challenges across all the areas of learning. The staff team are friendly and very caring, they join in with children's play to extend and promote their development, using the fully enabling environment effectively. Observation and assessment systems are mainly comprehensively completed and are used to illustrate the excellent progress all children are making. They include the possible next steps for children's learning. The planning for the following month is linked to children's individual interests and stages of development.

Children receive individual attention from staff, ensuring their environment is safe for them to explore independently. They confidently initiate their own play and access the areas of continuous provision both indoors and outdoors. The staff have excellent questioning skills to support and make children think and problem solve.

Their independence is successfully promoted and they follow their own interests. Children make outstanding progress within all the areas of learning, their well being is effectively nurtured promoting rapid progress in personal, social and emotional development. The opportunities in all sections for creativity is well organised to promote individual creativity. The staff team ask open-ended questions to encourage children to think and demonstrate what they know. The environment has a range of different texts and labels, the children learn to recognise their own names. They are eager to practice writing in a variety of ways. Opportunities for children to recognise number, shape, and colour are included in the everyday play.

Behaviour is very good and children's self-confidence is reinforced through plenty of praise. Children benefit from outings in the local community to enhance their knowledge and understanding of the wider world. They enjoy many celebrations and festivals, supported by music and dance. Children are skilled at using the computer and use simple games to support their learning. The staff team are interested in what children do and say, all children are fully included in activities and these are differentiated to meet the needs of the children attending, providing fully inclusive learning opportunities. Children learn about the diverse world, and the staff team ensure the provision is fully inclusive.

High priority is given to ensure children's safety and security. There are robust systems in place to monitor risk assessments, identify hazards and ensure these are minimised, all areas and equipment used by the children are safe. Children are supported to learn to keep themselves safe, their health is well promoted within the group and children learn to understand why personal hygiene is important. Children enjoy the healthy and nutritious meals that are cooked on the premises. Meal times are valued as social times with staff supporting their growing independence. Healthy snacks are always fully promoted. Parents have opportunities to attend tasting sessions and can access the recipes to support their children's weaning. Children access drinks whenever they are thirsty, staff ensure the younger children are well hydrated. The staff have an excellent understanding of significant events and how to help children progress to the next stage in their development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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