

Busy Bees Day Nursery at The QE Hospital

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 at The QE Hospital is one of 137 in a chain of nurseries. It registered in 2007 and operates from eight rooms in purpose built premises. The nursery serves hospital and university staff and the local community. The nursery offers emergency care for parents who need this facility. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except on bank holidays. Sessions are from 7am to 6pm. Children are able to attend for a variety of sessions. A maximum of 133 children may attend the nursery at any one time. There are currently 144 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 43 members of childcare staff. Of these, all except one hold appropriate early years qualifications to at least National Vocational Qualification at level 2 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. Overall, children's welfare is protected through some effective practices. The inclusive environment of the nursery ensures that children's individual needs are addressed well. Systems to evaluate and improve practice are secure and result in a continually improving setting. On the whole, the partnership with parents is working to support children's care and learning. The nursery has strong links with other organisations and agencies and this contributes positively to children's care and learning.

What steps need to be taken to improve provision further?

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

- plan experiences that provide appropriate challenges for all children
- review the risk assessment to include hygiene and minimising the risk of cross infection, with regards to the storage of pacifiers and the procedures for serving snacks
- improve the two way flow of information with parents to promote a shared understanding of children's individual learning needs and involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

The management is committed to safeguarding children and the wide range of policies is reviewed annually to ensure that they reflect current requirements. Staff clearly understand reporting procedures to be followed if there are concerns that children are abused. Robust recruitment procedures and regular training ensure that adults working with children are suitable to do so. Effective procedures are implemented to keep children safe. For instance, fire drills are practised regularly and access to the premises is controlled. All records and policies required for the smooth running of the nursery and to meet the needs of children are available.

The manager has a sense of purpose about what they want to achieve and has built a strong team. All staff are encouraged to contribute to the self-evaluation process through questionnaires and regular staff meetings. They evaluate and monitor the impact of changes on the children through frequent discussions. For example, the lower section of the outside space was recently developed to provide a continuation of learning experiences that are also available indoors. Staff and parents agree that it has enhanced the nursery considerably. The management demonstrate a strong capacity to maintain continuous improvement by reviewing aspects of the provision consistently and by addressing the recommendations from the last inspection competently. The management has plans for further development, for example, additional ways of communicating with parents and carers. Good organisation ensures that there is effective and efficient use of staff, resources and the available space to promote children's well-being.

The nursery has a generally positive relationship with parents. The management regularly seeks the views of different groups of parents, for instance, an exit questionnaire is completed for children leaving the nursery. Several methods such as newsletters and electronic communication are used to notify parents about events in the nursery. On a daily basis information is exchanged about children's care and experiences. However, progress reports about children's achievement are not shared effectively and strategies to collaborate with parents in their children's learning are not fully explored. This means that children's learning and development are not fully supported. Partnerships with other organisations and agencies are well established. Effective communication takes place between the nursery and other providers. For example, transition documents are prepared for children when they leave the nursery to attend school or move to other providers.

The staff identify a child's needs for additional support as early as possible to ensure that effective systems are in place. Children's individual needs are addressed competently as agreed with parents. Activities that celebrate different cultures are implemented and the daily menu includes options that take account of children's specific dietary requirement.

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

Staff have a good understanding of the Early Years Foundation Stage and this supports children's learning and development competently. Staff extend some learning experiences skilfully. After completing a kite making activity children run around outside to take advantage of the wind to fly these. They squeal with delight and most hold on tightly to the woollen string attached to their kites. Staff plan activities across all areas of learning to provide a wide range of play opportunities. Children explore the concept of volume by filling and emptying containers at the sand tray. Most children understand that they can freely access toys stored around the room, and some older children access the computer whilst others choose dressing up clothes to express their creative skills.

Staff observe children during play and record their achievements. They use this information to plan next steps for them to work towards. Detailed assessment records are filled in regularly to indicate the progress children are making. This method is effective and, as a result, most children make good progress from their starting point. A selection of activities is then planned to take account of children's interests and their individual learning needs. For some children challenge is appropriately included but this is not implemented across all age groups. This means that some children's learning is not always promoted at a level to maximise their development.

Routines, such as snack time, are used to support children's independence skills extensively. For example, children in the pre-school are encouraged to pour their own drinks and they do this very well. They are gaining a clear understanding of healthy lifestyles because a balanced diet with fresh fruit is available. Children take part in cooking activities. Staff have introduced recipes that support awareness of healthy eating. All children have opportunities for daily outside play. Children are aware of how their bodies work and indicate that coats are worn 'because it is a bit cold'. Children benefit from quiet or rest periods. These are successfully promoted, for example, through the provision of designated areas, such as the lilac corner in the baby room. Children develop knowledge and understanding of the world as they plant and care for vegetables which they subsequently eat. Children's good health is substantially promoted due to effective procedures. However, risks of cross contamination are not sufficiently minimised because procedures for storing pacifiers and for serving some snacks are not rigorously implemented to ensure children's well-being being at all times.

Children's behaviour is good because adults use effective strategies, such as praise and reward, to guide children. Some children are developing caring attitudes towards their peers as they remind others to be quiet so that their friends can sleep undisturbed. A range of initiatives involving external agencies, such as visits from health professions, help children to learn about dental health. They are learning to stay safe by using the hand rail when going up and down the stairs. Children's language skills are developing because staff engage in play with the children and take time to listen to them. All children feel secure and have a strong sense of belonging. In some rooms a

family board with photographs of relatives is displayed at a low level. Younger babies babble in response to staff communications as key workers cuddle children and interact sensitively. Consequently, children are supported in forming strong bonds of attachment. The wealth of activities ensures that children gain appropriate skills for the future as they progress towards the early learning goals.

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	3

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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