

# Busy Bees Day Nursery at Reading Woodley

Inspection report for early years provision

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<b>Unique reference number</b>	EY289901
<b>Inspection date</b>	17/10/2008
<b>Inspector</b>	Mandy Gannon
<b>Setting address</b>	Loddon Vale Centre, Hurricane Way, Woodley, Reading, Berkshire, RG5 4UL
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<b>Type of setting</b>	Childcare on non-domestic premises

## **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.

## **Description of the setting**

The nursery opened in Woodley, near Reading in 2000. The nursery serves the local area. The purpose built premises consist of five play rooms which are all accessible on one level. The provider is registered on the Early Years Register and on the compulsory part of the Childcare Register. The setting is registered for 112 children, there are currently 115 children on roll from birth to five years old. This includes 34 children who receive education funding for three and four year olds. The group opens Monday to Friday all year round. Sessions are from 08.00 until 18:00. Children attend for a variety of full time and part time sessions. The setting supports children with special needs and who speak English as an additional language. There are currently 25 staff members who work with the children, over 80% of staff have early years qualifications to NVQ level 2, 3 or above. The nursery has two members of staff working towards a level two and four staff working towards a level three qualification in early years. The setting receives support from the local Early Years department.

## **Overall effectiveness of the early years provision**

Children are settled, happy and involved in a setting where they are valued, included and play an active role. They are making good progress in their learning and development. A wide range of interesting activities are available in a welcoming, suitable environment. Management have suitable systems in place to ensure children are secure and their welfare safeguarded, although babies do not have regular opportunities to access the outside. The management team strive for improvement; they support staff and have identified areas for further development and take into account the views of parents and the staff team. Staff continue to develop their knowledge and understanding of the Early Years Foundation Stage, support and training is in place as they develop their ability in using their observations and assessments to meet children's individual needs. Inclusive practice is promoted and the nursery is working towards strengthening its partnerships with others to ensure the needs of all children are met.

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

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

- ensure all children have regular opportunities for fresh air and outside physical play
- continue to develop staff's understanding of the Early Years Foundation Stage and how observations and assessments are used to meet the individual needs of the child

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

An effective well organised management team is in place that supports the nursery well. They evaluate the practice of their setting and have initiated a self evaluation document which clearly identifies areas of strength and further improvement. The leadership team have initiated strategies to include in the future, the views of the wider staff team and parents. Monitoring of practice throughout the setting is in place through regular observations, team meetings and an appraisal system. There is a strong commitment to further training and development for all staff members which is accessed via the company or Local Authority.

The nursery value parental involvement and work well with the parents and carers. They provide useful information about the nursery and the services they provide; notice boards are in place in the rooms and in the entrance hall, policies and procedures, information about the Early Years Foundation Stage, the last inspection report and contact details of the recently formed parents liaison group are all available. Regular newsletters are produced and thoughts or ideas can be made through various channels, including a suggestion box or the parents' liaison group. Parents receive information about their child at the end of the day through discussion, and for younger children through daily feedback sheets. Formal parents' evenings are provided on a regular basis where their child's development and progress can also be discussed.

Good quality safeguarding policies and procedures are in place which ensures children are well protected. Thorough recruiting, vetting and induction procedures are in place. Robust procedures are in place to protect children when they are ill and to minimise the spread of infection as parents are contacted and notices are immediately placed on the entrance to inform other parents. Good quality strategies are in place to support and include children with special needs and disabilities. Although, the nursery's ability to support children's cultural and linguistic needs is varied in different rooms.

## **The quality and standards of the early years provision**

Children benefit from a bright, light, purpose built nursery which has been recently refurbished. A wide range of good quality, suitable toys and resources are available that children can independently access from low level storage units. Rooms are suitably equipped to meet the individual needs of the age and stage of development of the children in the room, with low level furniture and ample floor space which provides an enabling environment and contributes to children's progress.

Children are happy, settled and involved in a broad range of activities. They develop their confidence as they make choices about activities. Children are confident communicators and actively participate in circle time where staff are aware of their individual needs offering appropriate support and encouragement. Older children proudly demonstrate items they have brought from home and answer questions from their friends, they offer praise to one another which is

reciprocated through an effective reward systems. Staff show an active interest in what children have to say and do, they extend conversations appropriately and ask children questions to make them think.

Children are aware to wash their hands after visiting the toilet and before eating food. They access tissues independently to wipe their noses which they dispose of appropriately. Robust procedures are in place to promote and meet individual dietary needs. For example, children who require special diets are identified through the use of red crockery. A dedicated nursery cook provides well balanced, nutritious meals and snacks. Successful hygiene practices are mostly observed throughout the nursery. Although; some staff are not sufficiently vigilant as children exchange their drinking cups or pick up their dummy from the floor in the baby room where outside shoes are worn. Effective procedures are in place and followed to protect children when they become ill, require medication or have an accident with clear documentation completed and infection minimised. Most children relish their time in the garden which they regularly access directly off of the rooms where they access a wide range of toys and resources. Although; the babies have insufficient regular opportunities to access the outside for physical exercise in the fresh air.

Children's safety is promoted throughout the setting with regular daily checks and risk assessments. Staff are aware of fire evacuation procedures and regular fire drills are undertaken and clearly documented. Recently appointed staff are aware of the evacuation procedure, although have not yet carried out a practise. Children develop a clear understanding of keeping themselves as staff are vigilant and remind children of any potential hazards through offering guidance and support.

Children are interested and involved in good quality play where they play an active role. They are encouraged to be independent learners as they make choices and are encouraged to contribute their ideas. For example, in the pre school room a child's interest on planets at home has evolved in the setting and children have made planets in collage and discussed and drawn the aliens living there. Children experience a variety of creative materials; they are involved in making play dough and mixing paints. Children excitedly participate in regular music sessions and enjoy practising playing instruments and singing.

Many opportunities are provided for children to develop their knowledge and understanding of the world as they show wonder by; watching the different colour of paint mix together as they help to wash up the paint pots and comment 'it looks like a rainbow', they use magnifying glasses to look at leaves in the garden, they discuss planets and the solar system and a younger child watches as sand trickles through their fingers. Children develop an understanding that print carries meaning as labels are around the environment and are supported by pictures. Older children are developing their understanding of letters through the use of phonics. Children develop a sense of belonging as they draw and label their individual coat hooks.

Children benefit as a high number of staff are qualified and have an understanding of the Early Years Foundation Stage (EYFS). Staff continue to gain knowledge and understanding of recently introduced monitoring systems introduced by the company by completing regular observations, which are used to inform planning

the child's next steps. Staff work well together to ensure that they provide a suitable stimulating range of activities covering all areas of learning. The majority of staff have a clear, accurate view of children's individual needs and respond appropriately to meet those needs. For example, a more able child is extended in their shape and number recognition and staff are aware of words to support their dual language. Staff are aware of the needs of children with special needs and disabilities and have successful strategies and support in place working closely with parents and outside agencies. Resources and toys to reflect other cultures is varied throughout the nursery and some newer members of staff are aware a child has English as an additional language but are unaware what language the family speak. Parents and carers are encouraged to be involved with their child's learning as they contribute through observations at home and share with the setting their child's interests. Links with local schools have been initiated although links with other settings children attend are not presently in place.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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