

Busy Bees Day Nursery at Brough

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Busy Bees Day Nursery is one of many settings managed by Busy Bees Day Nurseries (Trading) Limited. It opened in 1999 and operates from a purpose built building, situated in a small retail outlet in Brough, a small town on the outskirts of Hull. The nursery is close to schools, shops, parks and public transport links. Children are cared for in three rooms and they all have access to their own fully enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm, all year round, except public bank holidays.

The nursery is registered on the Early Years Register. A maximum of 110 children may attend the nursery at any one time. There are currently 150 children aged from birth to under five years on roll, some in part-time places. The nursery supports a number of children with special educational needs and/or disabilities and children with English as an additional language. The nursery provides funded early education for three-and four-year-olds.

There are 30 members of childcare staff employed at the nursery, of these, two hold early years qualifications to at least level 2, 16 hold early years qualifications to level 3 and three are qualified to degree level. One member of staff has achieved Early Years Professional Status. In addition, three members of staff are working towards level 3 qualifications or above. The nursery is a member of the National Day Nursery Association (NDNA) and they are working towards the NDNA e-Quality Counts, an endorsed Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners have excellent relationships with the children, parents and others involved in their care or learning. High regard is given to ensuring children are cared for in a safe, secure environment that effectively promotes equality of opportunity, diversity, positive behaviour and children's independence. The children are very happy. They are extremely motivated and enthusiastic learners who thoroughly enjoy the extensive range of activities and experiences on offer. The nursery maintains a comprehensive range of policies and procedures, which effectively promote children's learning and the safe and efficient management of the setting. The nursery promotes high standards and through their robust monitoring and self-evaluation processes, they effectively sustain improvements.

What steps need to be taken to improve provision further?

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

- using self-evaluation as the basis of internal review to bring about sustained improvement to enhance the already high standards in place.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are excellent. All practitioners regularly access safeguarding training, which means they have a secure understanding of their roles and responsibilities to ensure that children's welfare is paramount. For example, they work collaboratively with other agencies if they need to deal with any concerns. There are robust recruitment and vetting procedures in place to ensure all adults are suitable to work with children, which includes a 10 week induction programme for new practitioners. In addition, through appraisals, management effectively monitor and support practitioners ongoing suitability and professional development. The nursery maintains an extensive range of comprehensive documentation, policies and procedures, which practitioners effectively implement in their day to day practice. For example, when children have minor accidents they quickly and efficiently deal with the incident and ensure all relevant documentation is completed. This contributes to the safe and efficient management of the setting. The children are cared for in an extremely safe and secure environment. Practitioners manage this effectively through carrying out systematic risk assessments, safety checks and because they are vigilant in supervising children's play. Practitioners manage the learning environment very well. Resources are of high quality and they deploy themselves effectively around the nursery, according to adult to child ratios, qualifications, experience and skills.

Practitioner's ambition, drive and commitment towards providing a high quality service for children is excellent. Practitioners make use of a number of robust processes to ensure they sustain improvement to promote high standards. For example, they use self-evaluation, reflective practice, internal quality improvement audits, quality assurance schemes and company initiatives to support their internal review processes. This means practitioners set focused and well targeted goals to promote extremely positive outcomes for children. Self-evaluation is inclusive because all practitioners, parents, children and other professionals contribute to the process. For example, through a parent's liaison group, questionnaires and discussions, parents are able to contribute their ideas. In addition, following children's eagerness and enthusiasm towards the builders developing their outdoor area, practitioners have now provided children with their own construction site, where they can use their own cement mixers and other realistic tools to build and construct their own designs. Commitment towards providing a highly skilled qualified workforce is excellent, for example, most practitioners are qualified to level 3 and some beyond. In addition, practitioners access an extensive range of training courses, this contributes to them developing their skills, experience and knowledge, which promotes their ongoing professional development.

Relationships with parents and others involved in children's learning are excellent. Through effective information sharing, they work really well together to ensure children's individual needs are met. Information boards, comprehensive policies, procedures, welcome packs and websites ensures everyone receives high quality information about the service provided. Practitioners ensure they keep parents

very well informed about their child's achievements, well-being and development. For example, they hold parent evenings, invite parents to share children's experiences at home and they ensure children's developmental records are readily accessible. Parent's comments regarding the service and practitioners are outstanding. For example, they speak highly of practitioner's dedication, time and commitment towards not only meeting children's needs, but also those of the family, often using their own time to achieve this high standard of service. Through working closely with local schools, taking children on visits and sharing relevant information, there are effective systems in place for supporting the transition between the nursery and school. In addition, practitioners work extremely well with other professionals and external agencies to ensure they provide the best learning opportunities for children who need additional support or help.

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

Practitioners have excellent relationships with the children and they are very motivated, enthusiastic and highly involved in children's play. Their systematic approach to observation, planning and assessment means they have a very good understanding of children's abilities and needs. This means they effectively support and challenge children so that they make significant progress in their learning. The children are central to the nursery planning arrangements because practitioners effectively incorporate their ideas, interests and individual learning priorities. Therefore, children embrace the wide range of activities and challenges across all areas of learning, both indoors and outdoors with great enthusiasm and motivation. Children's independence is encouraged very well for all age groups. For example, babies develop their self-care skills as they feed themselves and older children pour their own drinks. All children have excellent opportunities to make their own choices in play, resulting in them being curious and inquisitive learners. For instance, babies explore their environment with great interest. They laugh and babble with excitement as they feel the texture of the sand on their toes or when they see their reflection in the mirror ball. All children are very creative and imaginative learners, they engage in a wide range of role play activities and they express their creativity through music, arts and crafts. For example, through introducing 'imagination stations', children pretend to be at the seaside, camping and they play at being in space.

Through everyday practices, such as, hand washing and nose wiping, children show an exceptionally understanding of good personal hygiene routines. The nursery meals and snacks are of high quality, freshly cooked and nutritionally balanced. In addition, through children taking part in cooking activities with the chef, such as filleting fresh salmon to make fish fingers, children are developing an excellent understanding of where their food comes from and making healthy choices. In addition, through exploring the salmon, they talk about the features that are familiar to their own bodies, such as, bones and rib cages. The children have excellent opportunities to develop their physical skills, either through nursery activities, such as, 'wake up and shake up' or those provided by external companies, such as, music making sessions. All children play outdoors and access

equipment specially selected to meet their ages and stages of development. For example, in the garden babies have grass bails so they can pull themselves up and slopes to crawl over, younger children have tunnels to crawl through and older children have access to balance beams. In addition, through activities, such as, mark making, threading, construction and exploring different medias and textures, children are developing very good coordination and dexterity skills. Children are extremely content and settled because their individual health, physical and dietary needs are met to high standards. In addition, through having, secure and trusting relationships with the practitioners, children feel safe. In addition, they have an excellent understanding of how to keep themselves and others safe. This is because they learn about all aspects of safety, such as, road safety and stranger danger through fun and interactive activities. For example, the police and fire department regularly visit the nursery.

The children behave very well. This is because through play, consistent boundaries and positive role models, they are learning about the importance of sharing, taking turns and respecting others. The children are very confident and have high levels of self-esteem because practitioners effectively praise and value their contributions. Through talking about differences, celebrating different festivals and traditions and having an extensive selection of resources that promote positive images of all people in society, the children are learning about diversity and the world in which they live. Through activities, such as, growing their own foods and recycling the nursery is contributing to promoting a sustainable environment. In addition, children are actively involved in a number of local and national projects. For example, they raise funds for numerous charities and they take part in the local flower in bloom contest. This provides children with a sense belonging, place and community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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