

# Busy Bee Nursery School

Inspection report for early years provision

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**Unique reference number** 123108  
**Inspection date** 16/11/2011  
**Inspector** Jenny Griffiths

**Setting address** 19 Lytton Grove, Putney, London, SW15 2EZ

**Telephone number** 020 87890132

**Email**

**Type of setting** Childcare - Non-Domestic

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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 Bee Nursery School opened in 1987. It operates from two rooms in the Territorial Army centre which is set back from a residential road in the Putney area of southwest London. Children have sole use of the nursery rooms during the nursery's opening hours. A kitchen and toilet facilities are located near the nursery rooms. Children have access to an enclosed outdoor play area. Most of the children who attend the Busy Bee Nursery School live locally. The local authority is Wandsworth. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 51 children on roll aged from two to under five years. The nursery receives funding for free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. Children attend a variety of sessions. The nursery opens every weekday during term time only from 9.05am to 3.20am. A small group of children can arrive at 8.45am by arrangement to join the Early Birds group. Children can bring a packed lunch to the setting and they may remain for part or all of the day. The manager and nine members of staff work with the children. There are also two volunteers and visiting teachers who work with the children. More than half of the staff have a National Vocational Qualification in early years at level 2 or 3. The manager and deputy have Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A consistent and reflective approach to self-evaluation involves the whole staff team in identifying and working steadily towards priorities which continually improve quality. Close links with parents and exceptionally strong partnerships with outside agencies are used effectively in meeting children's individual needs, including those with additional needs. Staff successfully use their detailed knowledge of children to plan and support children's progress. Children make good progress in their learning and development overall, with notable strengths in literacy.

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

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

- improve further children's abilities to apply skills for their future lives in their play, for example, through more frequent use of information and communication technology resources
- develop staff's ability to support children's critical thinking though retaining a flexible approach to adult led activities and using strategies, such as effective

questioning, to extend learning.

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

The nursery has a strong, stable and committed staff team. Adults are vigilant and their effective team working helps children to feel happy, safe and secure. Staff know what to do if they have a concern about a child. Rigorous recruitment, vetting and induction and procedures help to safeguard children well. Detailed recording in relevant logs clearly demonstrates how caring and responsible staff look after children's welfare.

Extremely strong partnerships with outside agencies such as the local authority early years team are evident. Staff work closely with specialists so children with additional needs receive excellent support and make evident progress. Staff produce detailed individual education plans and keep parents involved too, so everyone knows how best to support the children. Successful relationships forged with schools support children when they leave the nursery. New practitioners are informed about children's strengths and areas for development because valuable records are passed on. Thoughtful planning and organisation provides resources and activities to support younger children, attending in the afternoons.

Parents are generally kept well informed about their children's learning and development, although records do not always include notes on progress in ICT. Information successfully shared between the home and nursery shows a strong level of commitment and shared understanding of children's needs and individuality. This partnership helps staff plan to include children's interests.

The manager successfully leads the whole staff team in completing and regularly updating a self-evaluation document. Priorities are clearly established and key changes improve learning environments, resulting in better provision for children. These improvements include the craft area and opportunities outdoors. Motivated staff use ideas gained from attending training well. They develop useful resources, such as story props, and improve their skills, resulting in enjoyable story telling sessions for children. Children are supported to achieve targets that have been set successfully, and their progress is carefully monitored. Evaluation does not address some weaknesses, however.

The manager of the nursery recognises key strengths and specialisms of the staff team and makes provision for such skills to be used to support children in their learning. This recognition leads to children producing some creative work of a high standard. As staff plan and organise particular activities, they are confident to explain the meaning and purpose behind them. Sometimes though, they do not extend children's learning during these activities, owing to limited questioning and support. Their approach is over directed, so activities do not support children's critical thinking. When children play freely and independently indoors and out, well-deployed adults support them well. Children make choices and benefit from taking resources from one space to another to they explore and develop play themes. Spaces are organised effectively and used successfully for different purposes. The nursery is well resourced and adapts the afternoon provision to children's requirements, well.

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

Staff proudly discuss the significant achievements of children for whom they are particularly responsible. They know children well. Observations are consistently up to date and personalised planning shows how children's individual interests and next learning steps are identified and supported. Staff identify and celebrate individual achievements, such as going to the toilet independently and speaking in sentences. Very well maintained records also show that children make strong progress overall across the six areas of learning.

Children use excellent communication and literacy skills as they play independently. This is evident in children's speech and interest in reading. They choose to visit the book area independently reading alone, or snuggle up and share books with an adult. Numeracy skills are used too as children match and park wheeled vehicles in parking bays outside. In ICT, children experiment with letter formation using an iPad and understand some uses of ICT when sending messages by Skype. Children do not always apply and practice new skills in their play, however. Resources for ICT are not always available to allow children to practise such useful skills for their future lives. Children happily join in singing with a music specialist. They are curious when introduced to a new instrument and can listen and follow the actions showing an awareness of rhythm, rhyme and keeping a steady beat.

Supportive adults and familiar routines, foster children's confidence and self-esteem well. Children know where resources are kept and fetch what they want and need. Children show that they are happy, safe and secure as they quickly settle into their activities on arrival in the morning and afternoon. They move freely between their chosen activities and across the indoor and outdoor spaces. They collect resources such as dolls to continue their play outdoors using the buggies to push their imaginary 'babies' around. Adults notice children's interests in key activities and join in to support them in different ways, such as encouraging children to try balancing on bigger planks outdoors and sharing books and discussing stories with children that venture into the indoor book area. Children develop their awareness of healthy lifestyles well, recognising when they are thirsty, carefully pouring water from a jug into their own cups. They understand about preventing the spread of germs by covering their mouths when coughing and fetching a tissue to wipe their noses. They enjoy playing and exercising outside, and choose when they want to go out. They come indoors to fetch coats when they are cold. Children with additional needs are fully supported by well trained adults. The nursery successfully supports a high number of children learning English as an additional language. Staff promote the use of children's home languages. They develop key strategies to support children's language development, including the use of sign language to aid communication. The nursery has developed the range of resources to support children's awareness of diversity such as dual language books in the book areas. Extensive photo displays around the nursery depict the nursery's community and support the children's sense of belonging. Key persons link closely with parents when finding out about and celebrating special times, events and festivals such as 'special name day'.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2

### 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>	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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## **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