

Busy Bears Day Nursery Ltd

Inspection report for early years provision

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Inspection date

17/11/2011

Inspector

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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 Bears Day Nursery Ltd registered in 2011. The nursery operates from one main room which is part of an extension of a residential property in the Kings Heath area of Birmingham. The nursery is open each weekday from 7.30am until 6pm, all year round. It is situated within easy walking distance of Kings Heath shopping centre and is close to local amenities. There is a fully enclosed area available for outdoor play.

A maximum of 20 children may attend the setting at any one time. There are 20 children on roll. The setting is registered on the Early Year Register and on the compulsory part of the Childcare Register. The nursery has procedures to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs six members of staff. All staff, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and enjoy a variety of activities that are satisfactorily planned and implemented to meet their individual needs and help them develop and learn. The setting is accessible, inclusive and welcoming and children are supported to develop a sense of identity and to show respect for others. Overall, partnerships with parents and others are suitably established and staff are satisfactorily trained to support children's welfare and development. Self-evaluation is adequate and the provider demonstrates a suitable capacity for improvement.

What steps need to be taken to improve provision further?

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

- use self-evaluation and quality improvement processes as the basis for ongoing internal review
- make use of training made available by local authority and other sources to enhance staff skills and knowledge and their ability to support children's welfare, learning and development
- develop a regular two-way flow of information with parents
- improve systems used for planning, observation and assessment, and develop strategies to analyse observations to help plan 'what next' for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

Children are satisfactorily safeguarded. Staff demonstrate an appropriate knowledge and understanding of child protection issues and are suitably aware of the procedures to follow should they have concerns. A selection of written policies and procedures are available to parents and these reflect everyday practice and outline the service provided. The setting is safe and secure because staff visually check the premises and equipment on a daily basis and a range of safety equipment is in use to help protect children. For example, safety gates prevent children from accessing unsafe areas and the premises are monitored using a closed circuit television. Risk assessment records include required details, and fire prevention equipment is regularly maintained. Recruitment procedures are suitably robust and all adults working on the premises have been appropriately vetted.

Staff work well as a team and morale within the setting is high. Early Years Foundation Stage qualifications and training requirements are met. However, clear systems are not in place to encourage staff member's personal and professional development. Staff have not had the opportunity to attend many training courses and this reduces their ability to effectively promote children's welfare, learning and development. The provider has started to put systems in place to evaluate the provision but these are not yet effective in identifying strengths and priorities for improvement. There are no clear strategies in place for gathering the views of parents, staff and children.

Children have sufficient space to play and rest. Resources are appropriate for the children attending and a general selection is stored within reach of children. Consequently, children can make some independent decisions about their play and learning. The setting has a generally positive relationship with parents and carers and partnerships with other settings are starting to be forged. Staff are friendly and approachable and notice boards around the setting provide parents and visitors with a variety of information. Examples of children's work are attractively displayed and newsletters are sent out on a regular basis. However, two-way communication is not effectively fostered. Staff talk to parents when they drop off and collect their children but systems to ensure that they are successfully informed about their children's welfare and progress are not effective.

The provider promotes an environment of equality and respect for differences. There is an equal opportunities policy and this outlines the provider's commitment to inclusive practice. Suitable systems are in place to support children with special educational needs and/or disabilities. Staff understand the value of working in partnership with others to benefit children and show a satisfactory knowledge of local support mechanisms. Several children for whom English is not their first language attend the nursery and staff use a variety of strategies to help improve their language and communication skills. For example, they ask parents for key words in their child's home language and use these and non-verbal communication to encourage children to interact.

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

Children are making satisfactory progress in their learning and development. Staff are suitably aware of children's individual needs and preferences because they talk to their parents and observe and assess them on a regular basis. Key workers maintain children's individual learning and development records and parents are told that they are available for them to see. However, systems for recording observations, assessing children's progress and planning for the next steps in their learning are not yet effective. For example, staff do not always use their observations to successfully consider where children need to move on next and there are no clear strategies in place for involving parents in the planning, observation and assessment cycle.

Children are happy and having fun. They are at ease with staff and happily go to them for comfort, reassurance and support. Children are starting to explore the nursery environment and are developing independence and self-confidence. Staff show children that they are valued by talking to them and listening and showing interest in their responses. They join in with their play and ask questions to extend their learning and problem-solving skills. For example, whilst playing with wooden bricks children are encouraged to count and their attention is drawn to the different colours. Children join in with songs and action rhymes with enthusiasm and they enjoy looking at books both independently and with staff.

Through a caring and sensitive approach staff encourage children to behave appropriately. They provide children with positive role models to follow and good behaviour and effort is rewarded with praise and positive body language. Children are learning about the wider world in ways that suit their age and level of understanding. A range of religious and cultural events are explored through discussion and planned activities and children enjoy easy access to a variety of resources that depict positive images of diversity.

Children make healthy choices about what they eat and drink and the setting has achieved a Healthy Settings award. This award has inspired staff to create healthy menus and share healthy lifestyle messages with parents and children. Meals are freshly prepared and cooked on the premises and children's dietary needs are effectively met. Children enjoy plenty of fresh air and physical exercise. They enjoy easy access to the setting's outdoor area and regular outings in the local neighbourhood. Safety is reinforced on outings and children know that they have to walk sensibly, hold hands and stay close to staff. Discussions at circle time help to develop children's awareness of safety issues. Also, staff offer children gentle reminders, for example not running inside or climbing on furniture and these help to keep children safe in the setting.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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