

Busy Bees Day Nursery at Nottingham University

Inspection report for early years provision

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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 Bees Day Nursery at Nottingham University opened in 2010. The nursery is part of the Busy Bees Group. The nursery is within the University of Nottingham Campus, on University Boulevard, Nottingham. It operates from a purpose built building with enclosed outdoor play spaces. The nursery serves a wide catchment area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 96 children under the age of eight years, of whom, no more than 33 maybe under two years at any one time. There are currently 108 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery is open each weekday from 7am to 6pm throughout the year, excluding bank holidays. There are 25 staff employed, of whom, two hold a qualification at level 4 in early years, 17 hold a qualification at level 3 in early years, three hold a qualification at level 2 in early years and three are unqualified. 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 are welcomed into a bright, clean and welcoming environment and well established routines ensure their individual care needs are met well. The use of resources and teaching methods, which are mostly effective, help children make progress in their learning and development. Children are kept safe, secure and their health and welfare promoted well. There are strong partnerships with parents and carers and other agencies. Those in charge routinely make good use of a range of rigorous monitoring systems to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- utilise more fully the broad range of resources available and plan more clearly their use and learning intention to help more fully exploit children's play and learning, paying particular attention to extending their problem solving, reasoning and numeracy development
- make more freely available resources such as the paint, sand, water and dough for children under three years, to extend further opportunities for children to explore, investigate and be creative, at their own leisure.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children, along with an effective safeguarding children policy, that includes the procedure to follow in the event of an allegation made against a member of staff. All staff have a good understanding of their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children are suitably vetted, inducted, qualified and or experienced. All records, policies, procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. Effective risk assessments and positive action to manage or eliminate risks means children are able to move safely and freely in their environment.

Staff plan a well organised educational programme which offers a broad range of experiences for children to invest their curiosity and explore at their own leisure. A good range of resources both indoors and outdoors which are mostly used well, captures the children's interests and imagination offering a rich and broad range of experiences. However, staff do not always fully utilise the broad range of resources available to them to fully exploit children's play and learning and provide a clear enough learning intention for their use. Regular observations and assessment of what the children do and like are used effectively to identify the children's next steps in learning. Staff use this information well to inform planning and provide relevant and motivating experiences for many of the children.

A strong commitment to maintaining positive relationships with all parents and carers means they are regularly consulted and involved in decisions about the care and education of their children. Parents are kept well informed about the provision and about all aspects of their children's achievements and progress. Partnerships with other settings, agencies and professionals are effectively established to help support transition and children with learning difficulties and/or disabilities and children with English as an additional language. Consequently, these children are happy, valued and included well.

The management team has a clear overview of the service provided and how to further improve the nursery. The leaders have high aspirations and this vision is made explicit amongst the staff team who work well together to improve outcomes for children. The staff team clearly recognise the value of continuous quality improvement and engage fully and are motivated and supported well to further raise their skills and qualifications. Consequently, the capacity to maintain continuous improvement is good.

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

Children's personal, social and emotional development is supported very well. All children develop close relationships which are warm and caring with both adults

and each other. Babies in particular form close attachments with their assigned key person and familiar staff. They are confident and show a real sense of belonging, feel safe and have a sense of trust. Consequently, they are happy to explore and investigate their surroundings and resources. Older children develop their confidence as they busily move around their environment both indoors and outdoors. Children know the routine well, for example, as they independently access their snack throughout the session and respond well when it is time to tidy up. Children are well behaved and learn about sharing and taking turns and their achievements are celebrated well by the staff.

Children's communication, language and literacy is supported well. Children build good foundations for early literacy through having good opportunities to make marks both indoors and outdoors. For example, outdoors, children freely use the various mounted boards to use chalk, paint and crayons to make their creations. Children develop a fondness for books because comfortable seating areas both indoors and outdoors include a range of books, puppets and story aids, which capture the children's interests. Babies begin to make sounds with their voices in social interaction with the staff who support this well through being physically close and making eye contact.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. Children benefit from meaningful experiences as they get involved in growing flowers and vegetables and learn how to care for them. Children begin to learn about their own and other cultures and customs through themed activities. All children, including, babies have good opportunities to use programmable toys and information and communication technology. For example, younger children explore and find out how things work as they use a varied range of programmable toys and resources with knobs, flaps, keys, shutters and mirrors. Whilst older children show a real interest in the 'interactive board' and confidently use it to support their mathematical learning and literacy skills.

Children's problem-solving, reasoning and numeracy is building. They count, sort and match through everyday play as they use peg boards, games, puzzles and construction toys. However, children have fewer practical opportunities to recognise and work with numbers and freely use the sand and water to consider concepts, such as weight, measures and capacity and to question why things happen. Many children enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials and engaging in role play. However, children under three years have fewer opportunities to explore investigate and be creative, at their own leisure, with resources such as the paint, sand, water and dough.

Gentle reminders from the staff and themed activities and visitors to the setting, such as the police and fire brigade, help children learn about the importance of staying safe. The extent to which children adopt healthy lifestyles is good. Many children benefit from the access to fresh air and the outdoor environment throughout the session. Staff and children follow effective hygiene practices to prevent the spread of infection and children enjoy a clean and hygienic environment. Meals and snacks provided are healthy, nutritious and well balanced and contribute significantly to children's health and well being. They successfully

develop skills which contributes well to helping children develop good skills for the future as they become active and independent learners

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	2

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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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