

# Busy Bees Day Nursery at Chafford Hundred

Inspection report for early years provision

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<b>Type of setting</b>	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 Chafford Hundred is one of a large group of nurseries run by the Busy Bees Nursery chain. It was registered in 2000 and operates from a purpose-built two-storey premises on the edge of Chafford Hundred, in Essex. All children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 7am to 7pm all year except for public holidays.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for a maximum of 114 children at any one time. Of these, no more than 60 may be aged under two. There are currently 134 children on roll aged four and under. Children attend for a variety of sessions. The nursery is funded to provide free early education for three- and four-year-old children. It supports children who are learning English as an additional language. The nursery employs 32 childcare staff, plus a housekeeper, cook and cleaner. Of the childcare staff, 20 hold a level 3 qualification and three hold a level 2. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP) and has links with the local children's centre.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and flourish in this warm and welcoming nursery. Staff form strong partnerships with parents and have effective working relationships with other professionals. As a result, staff are knowledgeable about individual children and plan activities that meet each child's needs and interests. This means that most children make good progress in their learning and development. The process of self-evaluation is used effectively to formulate targets for the nursery's development plan. Managers therefore demonstrate a good capacity for continuous improvement.

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

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

- further develop the use of the outdoor areas by providing further opportunities for children to find out about their environment and to take care of plants
- extend children's sense of community by developing their understanding of difference and of empathy.

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

Children are safeguarded and well protected in the nursery because staff have an excellent understanding of the comprehensive policies and procedures in place.

There is a clear child protection policy. Trained staff prioritise children's safety and effectively manage any concerns they may have about children in their care. In addition, there is a rigorous recruitment process. Staff are appropriately vetted and there is a restriction policy for staff awaiting outcomes of suitability checks. Staff ratios are maintained through meticulous organisation of rotas and by managers monitoring staff and children throughout the day.

Staff have a very good understanding of their roles and responsibilities. Thorough risk assessments are carried out for the premises and provision. More frequent daily checks are made as necessary. For example, room temperatures are monitored throughout the day. Both the indoor and outdoor areas are extremely well organised and toys and equipment are in very good condition, clean and easy for children to access. Children are also active in carrying out risk assessments and identify areas that are unsuitable. This means that children are able to move freely and safely around their rooms and the garden areas. As a result, children thrive and make good progress in relation to their starting points across most areas of learning. However, opportunities for children to learn about the natural environment or to take care of plants or wildlife habitats are limited.

The recommendations made at the last inspection have all been addressed appropriately and impact is evident in the areas identified for improvement. For example, hygiene standards are much improved due to extra staff being employed to clean all floors and communal areas daily. This demonstrates commitment to continuous improvement. All staff are involved in the self-evaluation process and parents' views are actively sought. The managers communicate ambition and drive. The development plan is shared with staff who are motivated and keen to make further improvements.

There is an established Parent Partnership Group and a suggestion box for collecting comments and views from parents. Parents therefore have strong and direct lines of communication with the management team. They appreciate the 'peace of mind' they get knowing their children are well cared for and consider the provision 'second to none'. The key person role is extremely effective in supporting both children and parents. At registration, parents share important information with key staff who use this to settle children with the minimum of upset or anxiety. Parents are very well informed about their children's well-being and development and appreciate texts about forthcoming events. Parents feel fully involved in all aspects of nursery life.

The manager has close links with staff at the local children's centre and is in the process of developing these links further. The nursery is fully inclusive and staff are sensitive to the needs of individual children. Staff have a good awareness of diversity in the local community and are developing ways to promote children's understanding.

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

Children feel secure in the care of staff who promote children's increasing independence in managing risks for themselves. For example, pre-school children support staff in assessing hazards in the nursery. They demonstrate how to handle scissors safely and recognise that having liquids near computers is wrong. In addition, staff plan activities, such as visits from the fire brigade and the lollipop lady. This means that children gain a good awareness from professionals about the dangers of fire and how to cross roads safely.

Exciting activities, such as sports coaching and additional small group sessions, provide innovative ways for children to learn about the benefits of regular physical exercise and fresh air. Staff are excellent role models for children to learn the importance of maintaining high standards of cleanliness and personal hygiene. Children excitedly rush off to wash their hands before laying the tables for lunch. They enjoy the social aspects of sitting in groups for lunch and serve themselves freshly cooked foods from large dishes. Children are extremely confident and self-assured learners. They effectively use the language of mathematics to compare the size of the different spoons and how many spoonfuls of food they each have.

Children enjoy interactive play with an extensive range of toys and equipment that incorporate new technology. They independently take pictures using the digital camera and enjoy discovering letters and numbers on computer keyboards. Staff are inventive in providing further innovative resources for children to use in role play, such as juicers and coffee machines that have been made safe. Younger children and babies are provided with enjoyable and creative ways to actively explore different materials. They are fascinated by seeing coloured and glittery sand flowing from bottles onto the table top. Staff provide a wide assortment of tools and babies gleefully make marks and shapes in the sand and watch as it forms different patterns.

Children are provided with challenging experiences that build on previous learning and support children in developing skills for the future. Staff have excellent knowledge of each child's interests. They plan personalised focused activities based on rigorous assessments. The planning system is used consistently so that learning journeys track progress from the baby room through to pre-school. Children make significant progress in developing excellent communication skills. A wide range of books is accessible to children within comfortable book areas in each room. Children eagerly choose books to share or to look through quietly after a successful rehearsal for the Christmas concert.

Each child is valued for their uniqueness. They learn to respect the rights and needs of others and support charities through ticket sales for their concerts. Parents are supportive of these activities, although children have little understanding of who or what the charities are for. Most children are extremely well behaved. Staff set clear boundaries and have high expectations. This means that from the earliest age children too have high expectations, with toddlers reminding each other to 'share' when they want to join a game.

## 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	2
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	2
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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	1
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	1

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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