

Busy Bees at Preston NHS

Inspection report for early years provision

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Inspector Jennifer Kennaugh

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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 at Preston NHS has been registered since 2003 and is part of a large chain of nurseries run by Busy Bees Nurseries Limited. It operates from accessible, purpose-built premises within the grounds of Royal Preston Hospital and provides childcare for employees of the National Health Service. All children have access to an enclosed outdoor area. The nursery is open from 8am to 6pm each weekday and opening times are flexible to suit individual circumstances.

The nursery is registered on the Early Years Register and may care for no more than 60 children at any one time. There are currently 94 children on roll, some of whom receive funding for early education. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 18 staff, of whom 14 are qualified to at least level 3 in childcare, one being a graduate practitioner with Early Years Professional Status. There is also a cook who works five days a week. The setting holds awards in Lancashire Healthy Schools and Investors in People. It has completed the local authority quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery promotes children's welfare and learning exceptionally well through excellent systems which ensure that all children's individual needs are met. All staff display a very good knowledge of the Early Years Foundation Stage, and children therefore experience positive outcomes in their learning and development. There are exceptional partnerships with parents and they are consulted and kept very well informed of their children's daily routine, care and learning. Excellent links with other agencies, including the hospital, promote high quality care, education and continuity for children. Outstandingly comprehensive systems for self-evaluation enable the nursery staff and management to review and monitor the provision, demonstrating an exemplary capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- continuing to maintain and develop the excellent systems of management for further continuous quality improvement and embedded effective practice.

The effectiveness of leadership and management of the early years provision

Risk assessment is meticulous for all areas of the premises and outings so children can move safely and freely in permitted areas. Security is a high priority at the setting and entry through the main door is by key fob entry linked to a software system. Each parent has their own fob and staff and visitors sign in and out of the premises so that the identity of all adults in the nursery is known. All key workers have received safeguarding training to have a thorough understanding of the procedures and policies to be followed if they have concerns about a child's welfare. All managers, key workers and ancillary staff are suitably checked and vetted. There are robust procedures for key worker recruitment and performance review to retain an excellent staff team. Training is a priority, and as a result key workers are highly skilled, enhancing all aspects of learning for children. All documentation related to statutory requirements is completed to an exemplary standard.

The staff and managers form a dynamic team, with excellent qualifications in childcare and management. A key strength is the innovative and inspiring use of initiatives for children to develop a healthy lifestyle, while using this to extend progress in all six areas of learning and development. The nursery demonstrates an outstanding approach to managing children's welfare, learning and independence skills. The nursery has an excellent partnership with parents. They are kept very well informed about their children by daily written and verbal feedback, parents evenings, newsletters, displays, reports and text messages. Additionally, there is a parent group who provide a contribution to the evaluation process. Exchange of information with parents and the hospital about infections that may affect workers and children on the hospital site is highly effective to protect children's health. Parents are encouraged to observe children at home and return the information to nursery to inform the planning process for children's learning. The nursery displays information about what it has done to address issues raised by parents.

The nursery works highly effectively with a wide range of other professionals and agencies. This promotes all children's health and education needs and provides continuity of care and learning when children leave or join the nursery. The team has an excellent understanding of inclusion and is firmly committed to providing the best possible outcomes for children with special educational needs and/or disabilities and those children who speak English as an additional language. All policies are regularly reviewed and key workers have frequent refresher training to ensure that they are aware of how to provide equality of opportunity and promote diversity. The outstanding self-evaluation process is highly comprehensive, and managers, staff, children and parents all contribute their views. The managers and staff continually seek to identify areas where practice is strongest and where they could make any further improvements, with support from the company and the local authority. As a result of this rigorous approach, the nursery demonstrates a superb capacity for continuous improvement.

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

Staff provide excellent opportunities for children to learn how to stay safe by arranging visits from the emergency services to teach children about fire and road safety. They also emphasise personal safety when making numerous short outings into the local area to visit the shops, library, park and duck pond to help children learn skills for future independence. Babies are quick to explore their rooms and resources confidently, showing curiosity and security. Staff show excellent skills when settling new babies, who respond very well by soon becoming absorbed in play or watching others.

The nursery provides numerous opportunities for children to learn about the basis of healthy eating and exercise for a healthy lifestyle through a host of initiatives. Children in pre-school have cooking sessions organised by the nursery cook and can learn about hygiene, healthy ingredients and time through the experience. This extends development in problem solving, reasoning and numeracy as well as communication skills. Recipes used for meals are healthy and these have been given to parents to promote healthy cooking at home. Children enjoy growing vegetables and then measuring, cooking and eating them. This develops knowledge and understanding of the natural world as well as numeracy skills.

In addition to outdoor play at least once a day, children have many opportunities to enjoy exercise and develop physical skills through weekly sessions with coaches from the local football team and other sports. They also develop social skills through these activities. Children may also participate in ballet lessons to develop physical and creative skills, and performances are organised for parents to see what their children have learned. This also enables children to develop a sense of self-esteem. Talks by dentists help to teach oral hygiene and children have been invited to the hospital to learn about the equipment that doctors and nurses use in their work. Regular special events and days promote trying new tastes, and sometimes these are linked to festivals, such as Chinese New Year and Shrove Tuesday, when the nursery celebrates diversity. The nursery has achieved the Healthy Schools Award for teaching children about a healthy lifestyle. Innovative approaches are used to teach children about the importance of maintaining good personal hygiene, and this means that older children can talk confidently about what may happen if they do not do this. Children in the two- to three-year-old room serve themselves with water when they are thirsty to give them a sense of independence.

Children's behaviour in the nursery is exemplary, showing that they are content because their needs are exceptionally well met. Key workers provide clear boundaries so children know what is expected of them. They have excellent opportunities to learn new skills, such as speaking Spanish or being able to access educational games on the touch screen computer. Older children contribute positively to the daily routine by independently cleaning up spills of sand or water in the pre-school room, and by helping staff to care for the nursery's pet guinea pigs. Children can freely access files showing a variety of text in different languages, along with images of significant objects from a large number of

religions, to help them develop a positive attitude towards diversity.

Staff have an excellent knowledge of children in their key groups in order to help them learn and develop. Documentation for recording children's progress is exceptionally thorough so key workers provide optimal challenge when planning inclusively for individuals. The nursery makes use of rich and imaginative approaches to implement the Early Years Foundation Stage, and as a result all children thrive and make excellent progress.

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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