

# Busy Bees Day Nursery at Oldbrook

Inspection report for early years provision

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**Unique reference number** EY307524  
**Inspection date** 08/12/2011  
**Inspector** Maxine Coulson

**Setting address** 11 Duckworth Court, Oldbrook, Milton Keynes,  
Buckinghamshire, MK6 2RX

**Telephone number** 01908 231 475

**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*.

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## Description of the setting

The nursery registered in 2007 as part of the Busy Bees Day Nurseries chain. It is registered on the Early Years Register. It operates from a purpose built property in Oldbrook, close to the centre of Milton Keynes and serves the local and wider areas. A maximum of 100 children in the early years age group may attend at any one time. The nursery opens five days a week all year round, from 7.30am until 6.30pm, except on bank holidays. All children share access to enclosed outdoor play areas. There are currently 132 children, from six weeks to five years on roll. Children attend for a variety of days and sessions. The staff support children who have special educational needs and/or disabilities. They also support children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 30 members of staff. Of these, 22 have early years qualifications and one member of staff is currently working towards an early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in their learning and development due to the extremely committed staff who successfully implement the Early Years Foundation Stage. Staff are exceptionally effective in using everyday experiences and activities to promote the areas of learning fully. Overall, resources are suited to most children's abilities. The staff place a high emphasis on inclusive practice to meet children's needs and they work extremely closely with parents. The management is forward thinking, which clearly reflects in their self-evaluations. The staff show an impressive commitment to continuous improvement and successfully build on the existing effective provision already in place.

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

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

- encouraging further the development of personal independence, through the provision of appropriately sized equipment that encourages children to pour their own drinks.

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

The safeguarding of children's welfare is very effective because all staff completely understand the procedures to follow should they have any concerns. There is a very robust and thorough recruitment and checking procedure in place. Extensive induction procedures also arm staff with the knowledge and skills to implement the exceptionally high standards expected by the nursery. Staff give students all the relevant information and guidance helping them feel welcome and part of the team. Systematic risk assessments are completed, ensuring that children are extremely safe at all times. More able children are expertly and rapidly developing a very good sense of staying safe as they also carry out their own risk assessments. There are outstanding procedures in place to support children with allergies as the setting follows a colour coding system on equipment. CCTV cameras situated in each of the rooms enables parents to view their children as they begin to settle in or just simply during their day to day play. This gives the parents the confidence and assurance their children are happy and being well-cared for at all times.

Children have access to a wonderful and rich range of resources to support and develop their understanding of different cultures and beliefs. These successfully stimulate children's interest and provide very good opportunities for discussion. The nursery is visually very stimulating and overall extremely well resourced. Staff use colours in specific ways, for example, black and white to stimulate senses or lilac to soothe. Highly experienced staff liaise effectively with outside professional agencies, to support children with special educational needs and/or disabilities successfully. Staff also successfully find ways to include children who are learning English as an additional language. During cooking activities, for example, they use cards with pictures for the recipe so all can follow. Staff are proactive in working with other early years providers that children attend and are consistent in ensuring that their learning is effectively promoted. Staff also make the transition to school smooth to help children to enter a new setting with confidence and reassurance.

All staff are fully involved in the monitoring and evaluating of their practices. Management have an exceptionally clear vision of how they want to take the nursery forward. Previous recommendations have been fully acted on. The staff actively seek and welcome suggestions to continually look at ways to improve upon their already excellent practices. Parents receive very detailed information about the nursery from the start and as their children move rooms. There is a parent group set up to offer support and advice, gained through personal experiences, to parents who may have similar worries. Parents are fully involved in their child's learning as they have access to children's profiles and staff provide detailed written reports. Parents receive ideas on how to extend children's learning at home and are encouraged to carry out observations to share with their child's key person. Parents are also encouraged to use the 'wow' boards to celebrate their child's achievements. This means children's self-esteem is being consistently nurtured.

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

All children make excellent progress because their key person ensures they receive a highly personalised learning experience. They are fully immersed in purposeful play as staff plan inspiring experiences, taking full account of their interests. Older children access an initiative called 'Imagination Stations', which uses specially developed activity cards designed to link into the Early Years Foundation Stage. Children express their joy and delight in the 'space' corner. They create their own costumes, look at pictures of the planets and build rockets with great enthusiasm. As a result, children are developing exceptional relationships with peers. Communication, problem solving, creativity and movement skills are promoted highly effectively.

Older children use a vast range of tools when mark making. They confidently write in the role play area and use a mouse or keyboard expertly when drawing pictures on a computer. Children of all ages have excellent opportunities to develop their physical skills, both indoors and outdoors. Older children have a superb range of toys to stimulate their imagination and they develop stories using a cement mixer, hard hats and high visibility jackets. Children play outside whatever the weather as they dress appropriately. They have fantastic experiences jumping and splashing in puddles or digging with sticks in the mud. They also look at the effect the wind has on ribbons and flags on a blustery day.

Children have access to a superb range of resources. However, older children struggle to develop independence in pouring their drinks as the jugs provided for snack and meal times are sometimes too large. Staff know their children extremely well and plan very effectively for their individual needs. As a result, all children are making excellent progress in their learning. Babies and toddlers are successfully encouraged to explore using their senses. They have access to a sensory room and different media, such as, corn flour, shredded paper and dough. Photographs of children's families provide the reassurance of familiar faces. Children find out about their local community through trips to the supermarket or mobile library. Children thoroughly enjoy watching themselves as they view digital photographs and videos of the outings.

Children enjoy their meals as they receive an extremely healthy and varied menu, which changes according to the season. Excellent systems are in place for reducing the spread of infection. Children's behaviour is excellent. Their attitudes towards one another are fostered by supportive and nurturing staff who act as exceptionally positive role models. Children help one another to find resources and safely build structures. They understand why certain rules are in place and what sort of impact their behaviour has on the safety of other children. All children are flourishing and thriving in this warm, welcoming and vibrant 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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