

# Busy Bees Day Nursery at York

Inspection report for early years provision

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**Inspection date** 06/01/2012  
**Inspector** Carol-Anne Shaw

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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 York was registered in 2001. It is part of a national chain of nurseries owned by Busy Bees Day Nurseries. The setting provides daycare for children within the local and surrounding community. It is situated in a two-storey, purpose-built premises in the Rawcliffe area, on the outer ring road of York. Children have access to three main base rooms and enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 120 children under the age of eight years at any one time. There are currently 129 children on roll, aged from four months to under five years, who attend for a flexible range of days and times. The setting is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year. It supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are 20 members of staff who work directly with the children, the majority of whom hold at least a level 3 early years qualification. The manager has an early years degree and one staff holds early years Qualified Teacher Status. The staff team are supported by the in-house childcare managers and trainers. Other ancillary staff are employed for cooking, administration and cleaning.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highly positive relationships are established with parents, and the staff team work closely with parents to ensure they have a detailed knowledge of each child's individual care needs. Children become confident independent learners. Comprehensive and relevant records are completed to promote children's welfare and safety. However, the standard of the observation and assessment of the children's learning is not consistent. The staff team make ongoing improvements, ensuring the environment is effectively organised. A range of fully inclusive learning opportunities are available for children. Formal evaluation is completed to identify and prioritise the development areas for the future.

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

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

- improve further the observation and assessment of the children's learning in the learning journals, ensuring that there is consistency in the quality of the recording throughout the nursery.

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

Children are effectively safeguarded due to the clearly defined procedures as well as robust recruitment and training programmes in place to ensure the staff team are confident in protecting children. Ongoing appraisals and continuous professional development opportunities are accessed by the staff team to develop their knowledge and understanding. This has a positive impact on the outcomes for all children. The documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are effective. These ensure children are safeguarded and included, their needs fully met and their welfare is promoted. All staff are able to identify and act on any safeguarding concerns or additional needs of the children. The staff team work to achieve excellent integration for all children. This includes working closely with other agencies to further support individual children. Resources, including the staff team, are very effectively deployed to support inclusion and equality. The provision and resources, both indoors and outdoors, are well planned and organised to ensure children can freely access and make choices.

The partnership with parents is outstanding. Parents are complimentary about the service provided by the nursery and find the knowledgeable staff very supportive. They state that their children are happy, very safe and enjoy their time in the nursery. Information sharing systems are highly effective in identifying and supporting children's individual care needs and ensuring excellent verbal channels of communication with parents. This ensures continuity in children's welfare and development.

The manager has high aspirations for the nursery and the whole team are committed to using their experience, knowledge and skills to promote continuous improvement for the children. The group have reviewed the overall provision, and their evaluation has shown some areas for development. It is robust and has prioritised the areas that require further development to secure improvement. The nursery promotes ongoing professional development, resulting in a staff team who are well qualified; this has a positive impact on the overall quality of the provision and the outcomes for all children.

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

Systems for gathering information from parents are highly effective in establishing what children know and can do, their likes and dislikes, and things important to them at home. This information is used to help children settle and to plan for their individual needs and interests. The staff team are skilled at observing children to assess their stages of development and identify appropriate activities for them to enjoy. However, the system for recording this information is not consistent in the standard of recording and requires further development. The staff plan effectively for individual children's needs and ensure all are receiving personally meaningful experiences linked to their interests. Children's progress is closely monitored to

ensure all are fully included and making progress. The key workers for the children complete a record of children's achievements so they can be shared with parents and other professionals.

The areas of continuous provision are enhanced to follow children's current interests and other predictable interests, for example, seasons and celebrations, to provide and extend learning opportunities for children. The staff effectively support and extend children's play and learning through good questioning skills and interactions. The outside area is used to support many activities linked to the interests of the children attending.

Children's good health and well-being are promoted as staff and children adopt good hygiene practices to prevent the spread of infection. The staff team support children to become independent, developing their personal care skills. Mealtimes are relaxed social occasions where children sit together and enjoy their healthy and nutritional meals. They have daily opportunities for physical activity in their play. Children are developing an outstanding understanding of how to keep themselves safe as they play, and practise the evacuation procedure regularly. They talk about road safety when playing outside with the cars and bikes, supported by visits from the local police and fire officers. They are given many opportunities to take safe risks when playing and know how to use a wide range of tools and equipment safely.

The manager and staff have a good knowledge of the Early Years Foundation Stage requirements and work effectively as a team, promoting children's welfare, learning and development through providing many interesting and stimulating activities. The key worker system ensures children settle and warm, caring relationships are established at all levels. Children readily seek out staff for a cuddle and the younger children are very confident in the homely atmosphere in the baby section. They make friendships with their peers and play cooperatively, learning to take turns, share and compromise. Children are also content to play alone, often becoming absorbed in their chosen activities. They are praised by the staff for their efforts and achievements, and children demonstrate good behaviour, learning to use 'please' and 'thank you'. The effective use of 'Amigo Bear' supports the children to share with others, activities and outings with their families. Children are developing an understanding of their local and wider community through the resources and activities provided. The systems in place ensure all children have their differences fully acknowledged and valued.

## 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	1
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	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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