

# Busy Bees at Norwich and Norfolk University Hospital

Inspection report for early years provision

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<b>Unique reference number</b>	EY305861
<b>Inspection date</b>	10/12/2008
<b>Inspector</b>	Georgina Emily Hobson Matthews / Lindsey Ann Cullum
<b>Setting address</b>	Busy Bees Nursery, Colney Lane, Colney, Norwich, Norfolk, NR4 7UX
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

## **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).

## **Description of the setting**

Busy Bees at Norfolk and Norwich University Hospital is part of a chain of provisions run by Busy Bees Childcare Ltd. It opened in 2005 and operates from purpose built premises on the site of the Norfolk and Norwich University Hospital. Children under the age of two years occupy four rooms on the ground floor and older children are cared for in four rooms on the first floor. The premises are easily accessible with lift or stair access to the first floor. Children have opportunities to play in enclosed, outdoor areas. The nursery provides care for children in the locality and hospital staff members are offered priority for places. The provision is open each weekday from 07.00 to 19.00 throughout the year.

The nursery is registered on the Early Years Register. It is registered to care for 102 children aged from birth to under five years at any one time, all of whom are within the Early Years Foundation Stage (EYFS). There are currently 193 children on roll and the nursery is in receipt of nursery education funding. The nursery has experience of caring for children with English as an additional language and with learning difficulties and/or disabilities. It is privately owned and employs 28 members of staff to work with the children plus a cook and a part-time administrator. All staff hold appropriate early years qualifications and four staff are working towards a higher qualification.

## **Overall effectiveness of the early years provision**

Busy Bees at Norfolk and Norwich University Hospital offers effective provision for children within the EYFS. Directors and managers promote the ongoing development of staff members in order to improve their knowledge and to enhance their practice. Generally, systems are effective in supporting the operation of the nursery and in monitoring children's progress. The staff team creates a safe and welcoming environment paying particular attention to the inclusion of all children. Parents' involvement in their children's learning and development is highly valued.

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

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

- improve observation and assessment arrangements to identify learning priorities and use this to plan relevant and motivating experiences for each child
- develop further the systems for reflective practice within the nursery in order to address the priorities for development and to improve the quality of provision for all children
- review security systems and make necessary adjustments to secure children's safety at all times.

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

A committed team of senior management and longstanding staff members actively promote children's welfare and development. Robust recruitment and induction systems ensure that staff are suitable to work with children and that a high proportion is appropriately qualified. Ongoing professional development is encouraged through in-house and external training opportunities. Staff members have a sound understanding of procedures to follow if they have any concerns with regard to child protection. Children are grouped according to their age and ability in welcoming, well-equipped base rooms. Generally, staff members are deployed effectively in core teams within each room in order to offer consistency of care. The nursery operates a well-established key person system. As a result, babies' and children's individual routines are respected and close bonds are formed with a consistent carer. Children and parents are well supported to make smooth transitions as children progress through the nursery.

A detailed self-evaluation is completed by the management team and has identified areas for improvement. However, not all staff members are involved in this reflective practice. Some targets have been achieved. Although not all priorities have been addressed successfully at this time which impacts on the quality of provision for some children. All required documentation for the efficient management of the provision is in place. A comprehensive risk assessment is maintained in order to minimise any hazards to children. However, the nursery's current procedures are not sufficiently robust to ensure that the premises is secure at all times.

The nursery builds good partnerships with parents. They are provided with informative information packs and have lots of opportunities to be involved in their children's learning. Sensitive settling-in procedures provide key persons with valuable information about children's individual needs, routines and parents wishes. Parents' satisfaction is reflected in their extremely positive feedback. The nursery develops links with other professional agencies such as health and early years advisors. It is considering how best to develop partnerships with other settings delivering the EYFS.

## **The quality and standards of the early years provision**

Children's welfare, learning and development are promoted and they make suitable progress across all areas of learning. Staff members have a sound understanding of the EYFS. Key persons record regular observations in individual 'Learning Journeys' in order to build a clear picture of children's progress. Staff members are beginning to use observations to identify the next steps required within their key children's learning and to build this into future planning. However, assessment and planning systems are not embedded throughout the nursery at this time in order to plan effectively for each child's learning. Staff members work closely with parents and invite them to contribute to their child's 'Learning Journeys'. They regularly exchange information regarding children's ongoing progress in order to meet children's changing needs. Children feel safe and secure and develop a sense of

belonging within the setting. They communicate confidently. Children have lots of opportunities to look at books and to practise emergent writing such as when they send cards to each other. They recognise numbers on friezes and labels and begin to count and calculate as they sing '10 Green Bottles'. Children's creativity is fostered well and the nursery celebrates their achievements in attractive displays of their work. Imagination is extended in home corners and 'dens' and children immerse themselves in roles such as 'mothers and babies'. They have opportunities to explore different materials for example when they make party hats. Babies are well supported through caring interactions with staff who respond warmly with smiles and soft voices. Young children are keen to explore their environment and a variety of resources which include natural materials are easily accessible. Safe space is provided for babies to progress physically as they become competent at sitting, crawling and walking.

Children's good health is actively promoted. They are provided with freshly prepared, nutritious meals and snacks with care taken to ensure that these meet children's developmental stages of development. Children's dietary needs are respected and the nursery follows rigorous procedures to address children's allergies. Children learn from an early age the importance of good personal hygiene. They wash or wipe their hands before meals or snacks and take part in planned topics on issues such as dental care. Children develop a positive attitude to exercise and have daily opportunities to explore a variety of physical movements in the outdoor area to encourage their large physical skills. Children gain confidence as they use resources such as balls, bean bags and hoops. They learn to move with control and co-ordination on large pieces of equipment such as balancing beams. Regular opportunities are provided for young children to be outdoors as they play on mats in the nursery garden or are taken for walks in pushchairs. Children learn to stay safe in the nursery with gentle reminders from staff members. Their awareness of fire safety is raised through fire evacuation procedures and they learn to stay safe in the sun. Children generally behave well. They interact with each other, listen, take turns and play co-operatively in small groups. Staff members are caring and affectionate and encourage children to be considerate of others. As a result, children show empathy for each other such as when one child bumps her head. Children learn about other cultures and beliefs as they celebrate festivals with parents' involvement. Consequently, children are happy, confident and enjoy their time at the nursery.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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