

Busy Bees at Weymouth

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 at Weymouth was registered in 2011 and is owned by Busy Bees Nurseries Limited. Previously the setting was registered as Little Rascals Day Nursery in 2000 and was owned by the Land Registry and managed by Bright Horizons Family Solutions. It is situated in a purpose-built building in the grounds of the Land Registry in Weymouth, Dorset.

The accommodation provides three playrooms and a sleep room, in a single storey building. In addition there is a separate entrance hall, kitchen, laundry room, office, staff room and toilet facilities for the children and staff. Outside there are enclosed areas for the children to play.

A maximum of 52 children may attend the nursery at any one time. The group is registered on the Early Years Register and compulsory part of the Childcare Register.

The nursery is open every weekday from 07:00 to 18:00, all year round, except for Bank Holidays and Christmas. There are currently 78 children on roll, all of whom are in the early years age group. The nursery employs 16 members of permanent staff, all of whom hold appropriate early years qualifications. They are supported by additional bank staff. The nursery also employs a chef. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. The nursery provides a welcoming, inclusive environment where children are happy, secure and their sense of belonging is promoted well. The dedicated staff team develop a positive understanding of the Early Years Foundation Stage. As a result most welfare, learning and developmental needs of children are successfully met to support the good progress they make. The partnership with parents and others is good and ensures that all adults work together to support and meet children's individual needs. Suitable procedures for self-evaluation are being developed and staff are positively committed to the continuous improvement of the setting to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure hand washing routines are consistent in preventing the spread of infection

- develop the self-evaluation process to reflect all staff contribution and shared vision of the process.

The effectiveness of leadership and management of the early years provision

All staff have a very comprehensive knowledge of safeguarding and child protection. They fully implement policies and procedures to ensure children's safety and are always extremely vigilant. Policies are discussed and amended routinely. There are robust recruitment and vetting procedures in place so that all adults who have contact with the children are suitable to do so. Security within the nursery is very good, because doors are locked and children are carefully supervised. Risk assessments are very thorough and carried out regularly to reduce the risk of accidents. Suitable procedures for self-evaluation are being developed and staff are positively committed to the continuous improvement of the setting to promote better outcomes for children. However, a formal approach to self-evaluation is not yet fully established to collate the views of all staff, parents/carers and children in this process.

Space, time and resources are organised and used well to meet the needs of children. The manager and the professional staff team provide a welcoming environment for children and encourage them to explore the interesting and exciting activities on offer. The rooms have designated activity areas covering the six areas of learning and development. Staff and children take great pride in their setting. Staff have a great deal of autonomy when considering changes to the play areas, toys and resources consequently they are deployed very well in the setting. This provides children with a stimulating environment with easy access to toys and resources enabling them to choose those activities which interest them most. Outdoor play is an integral part of the provision and the resources and equipment used in the outdoor play areas clearly reflect the children's age and stage of development. Awareness of issues of equality and diversity underpin everyday practice as staff get to know each child extremely well and understand how to meet their differing needs.

Partnerships with parents and others are good, with meaningful information shared with parents about children's learning at home. Information about the organisation of the setting is displayed on the notice boards. There are opportunities to talk about their children's progress on a regular basis. Parents' comments are very positive about the setting and they remark on the professionalism and friendliness of staff. Parents understand the good progress their children are making and how the setting is supporting this. Staff work effectively with other providers delivering the Early Years Foundation Stage to children who attend the nursery to promote continuity and progression of children's learning and well-being.

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

The nursery is a vibrant place for children to spend time and they make good progress in their learning as they experience a wide range of exciting and stimulating activities which meet their interests and developmental needs. The dedicated staff team work together well to complement the delivery of many worthwhile learning experiences. Staff interact positively and adapt activities where necessary taking into account children's individual needs. As a result, children have fun and are challenged in their learning. Staff show a good understanding of the Early Years Foundation Stage and of how young children learn through first hand experiences and play. Each child's learning journey contains spontaneous as well as focused purposeful observations. The summary of the children's developmental progress across each area of learning is clearly linked to the observations key persons complete and monitors the good progress they make. Entries reflect the children's next steps in learning and are clearly used to inform the planning.

Children achieve well in all areas of learning because activities are well-planned and organised. Staff encourage the children to choose what they want to do and they delight in selecting their favourite toys and activities. Children enjoy many textured play activities in the sensory areas or through planned "messy play" activities such as corn flour or bubble water. They have recently made a huge dragon using boxes, ribbons and pasta as part of the Chinese New Year celebrations which sits in the entrance of the nursery for all to admire. The treasure baskets help even the youngest children to explore natural materials. All children are introduced to basic technology as they use resources such as the computer, the calculators and programmable toys. Babies are cuddled, encouraged and nurtured by sensitive staff which enables them to progress in their learning and play. Children in the toddler room rise to the challenge of completing puzzles, sorting and matching pieces according to colour with support and express their delight once achieved. Children in the pre-school room use their imagination well, as they dress up using the range of clothes available and explore the home corner with friends. Staff are keen to join in this activity at the children's request and are happy to be 'the patient' for children to bandage. Effective questioning during activities helps the children's language development and singing popular songs and nursery rhymes enhances this further. The children enjoy daily outdoor play in the garden where they are able to enjoy whizzing around on ride on toys or making their own unique musical sounds using pans and spoons. Staff and children have great fun taking part in music and movement to a CD everyday which helps children learn about the importance of health and exercise.

Children are well behaved and their relationships with each other are overall good. They play safely, share and negotiate with each other well over toys. Staff provide positive role models for children, to encourage their manners and they use positive techniques for the effective management of their behaviour. For example, they regularly praise children, use 'Froggy' to promote positive reinforcement of behaviour and allocate stars in recognition of their achievements. This fosters the development of children's self-esteem and confidence. Children are well nourished

and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which are prepared from fresh ingredients by the chef. Drinks are easily accessible in each room. Generally there is a high level of hygiene. However, on occasion hand washing routines are not consistent in preventing the spread of infection, for example when children are changing from the sand play to another activity. Overall, children are prepared well for their future learning experiences and their 'graduation' ceremony at the end of their time at nursery celebrates each child's individual achievements.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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