

# Busy Bees Day Nursery at Sale

Inspection report for early years provision

---

**Unique reference number** 960724  
**Inspection date** 30/11/2011  
**Inspector** Cahryn Parry

**Setting address** 90 Glebelands Road, Sale, Cheshire, M33 6LU

**Telephone number** 0161 976 6125  
**Email** sale@busybees.com  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Busy Bees Sale is one of many childcare provisions owned and managed by Busy Bees Day Nurseries Limited. It was registered in 2001 and operates from a converted school. The setting is situated in the residential area of Sale in Trafford, Manchester. Children access secure enclosed outdoor play areas. The setting is open Monday to Friday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays.

The setting is registered to care for a maximum of 66 children in the early years age group at any one time. There are currently 113 children on roll in the early years age range, of whom 31 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and disabilities and those who speak English as an additional language.

There are 17 members of staff, including the manager, who work directly with the children. Of these, 12 hold qualifications in early years; level 2, 3, 4, 5 and 6. One member of staff has Early Years Professional Status. The setting receives support from the local authority

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her team of staff offer a warm and friendly welcome to all children, their parents and carers. Children are recognised as individuals within the inclusive and safe setting. The range of varied and interesting activities provided gives all children the opportunity to make good progress in their learning and development. Systems for tracking children's achievements are generally implemented well. Most areas within the setting are well organised and resourced. Good systems for self-evaluation are used to effectively promote continuous improvement.

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

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

- develop further systems of assessment in order to more effectively track children's progress towards each of the early learning goals
- develop further the outdoor areas for younger children to provide a more stimulating environment that offers a wider range of activities, which will encourage further children's interest and curiosity.

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

Children are cared for in an environment, which is comfortable and secure. They are well protected through clear safeguarding procedures and the good understanding of child protection issues by the staff. The robust recruitment and selection procedures for staff ensure all relevant checks are completed and a full induction programme is carried out. The staffs ongoing commitment to training has a positive impact on the high quality of care provided. There is a wide range of interesting resources indoors, which are well-organised and labelled effectively. Consequently, children's independence and free choice are promoted well. However, the outdoor areas for younger children are not as stimulating and offer fewer activities, which will encourage further children's interest and curiosity. This has been highlighted by the manager as an area for improvement. She is currently working with the staff to assess and further develop this part of the provision.

There is a commitment to equality and inclusion throughout the setting and its practice. Effective relationships with parents and carers results in children's unique needs being consistently met. This is particularly beneficial for children with special educational needs and disabilities and for those who speak English as an additional language. Staff work well with other professionals where children need additional support to enhance their learning and development. They have regular contact with other practitioners where care and education is accessed in more than one setting. This enables them to effectively complement and extend activities.

The management team are motivated to seek further improvement and are effective in focusing the settings efforts on priorities. They clearly reflect on the learning and development opportunities provided. Consequently, they effectively meet the needs of those currently attending. Within the self-evaluation process, the manager welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

The staff demonstrate a good understanding of the Early Years Foundation Stage framework and implement it well. They have a secure knowledge of individual children and plan and provide activities that will meet their needs and interests. Individual learning journeys have been developed, which include regular observations and photographs of children enjoying a range of experiences to inform future plans. However, systems for assessment are not fully embedded throughout the setting. This impacts on staff being able to clearly track children's progress towards each of the early learning goals. Current resources, displays and previous plans show that all areas of learning are being covered well.

Babies' interest is encouraged through a wide variety of manmade and natural resources. Awareness of the wider world is promoted well through various practical activities and resources, which reflect diversity. This includes enjoying a visit from a guide dog for the blind. Children behave well and from a young age they are encouraged to show kindness and concern for their peers. Effective use is made of the local area giving children a breadth of opportunities, including visiting the allotment. Children are very independent and helpful, for example as they help to set the table for lunchtime. All ages of children enjoy looking at books both independently and in group situations. They are becoming aware that letters and words have meaning. Children use counting and numbers well in everyday play situations, which effectively promotes their problem solving reasoning and numeracy skills. They clearly enjoy participating in creative activities. Examples of this are where they paint blue and white pictures for St Andrews day and explore the musical instruments. Children use the computer with increasing skill and access remote control resources. This effectively promotes their skills for the future.

Children demonstrate a strong sense of belonging. They show a good understanding of how to keep themselves safe. This is further encouraged as they enjoy visits from the local community police officer and are reminded how to use scissors safely. Children participate in a wide variety of experiences that promote a healthy lifestyle. These include cooking activities, nurturing vegetables and Stretch'N'Grow exercise sessions. They are encouraged to enjoy healthy snacks and meals. Children are learning good personal hygiene through consistent routines and positive role modelling. They do not attend if they are sick, which enables the staff to protect others from illness.

## 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	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
------------------------------------------------------------------	---

### 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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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