

# Busy Bees at Coventry

Inspection report for early years provision

---

**Unique reference number**

EY435252

**Inspection date**

10/02/2012

**Inspector**

Hazel White

**Setting address**

H M Land Registry, Leigh Court, Torrington Avenue,  
COVENTRY, CV4 9XZ

**Telephone number**

02476867397

**Email**

Coventry.jollyroger@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 2012

## 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.

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 at Coventry registered in 2011. It operates from purpose built premises on the Land Registry site in the Coventry area of the West Midlands. The nursery was previously know as Jolly Roger and was originally established in 1994. It serves the local and surrounding areas. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays. Sessions are from 7.30am until 1pm and 1pm until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 50 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 56 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of childcare staff. The manager holds a level 5 early years qualification with senior practitioner status. All other staff with the exception of one, hold appropriate early years qualifications. The nursery receives support from the Busy Bees curriculum coordinator and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are effectively met because staff recognise their uniqueness and provide an inclusive and welcoming service. Good organisation helps to ensure children are happy and well cared for in an environment that is safe. Children make good progress in their learning and development as they engage in an interesting range of play activities. Key workers plan for children's next steps of learning through sensitive observations and assessments. Relationships with parents are friendly and informative and staff liaise well with others involved in the children's care and learning. The provider has a clear vision for the setting and all staff are included in the self-evaluation process which demonstrates their positive attitude towards continuous improvement.

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

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

- improve the educational programme to provide opportunities for younger children to develop their use of simple technology equipment
- develop the use of the outdoor play area to further enhance children's learning opportunities.

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

Children are safeguarded effectively because staff have a secure knowledge of possible signs of abuse and the procedures to follow if they have concerns about a child in their care. The designated person and most of the staff team have attended appropriate training which helps to protect children from harm. The child protection policy is shared with parents so that all adults are aware of their individual and collective roles and responsibilities. Robust employment procedures are in place to ensure that children receive care from staff who have undergone the required suitability checks. Comprehensive risk assessments are conducted and regularly reviewed. In addition, staff complete daily checks of all areas to minimise potential hazards to children. Documentation is well maintained and organised effectively to support children's needs and the efficient running of the setting.

The effective deployment of staff means that children are well supervised at all times and remain safe. Children use an interesting range of resources in their play, and many of these are stored in low level units so that children can self-select. The resources include toys that reflect our wider society such as books, puzzles, musical instruments and role play toys from other cultures. Pre-school children find out about and use information and communication technology and programmable toys to support their learning. However, younger children have fewer opportunities to fully extend their knowledge in this area. This has been identified as an area to develop.

Children's individual needs are known because a key person system is in operation and staff work closely with parents to gain information and understanding regarding children's requirements. Staff are aware of children's starting points in their learning because parents complete a detailed document at the time of admission. Ongoing information about children's development is shared verbally with parents and in children's learning journals and daily diaries. This gives parents information about children's progress so that they are able to continue their learning at home. Parents regularly receive news letters and have access to an informative notice board.

Children who will be transferring to local primary schools benefit from the close links with the school and enjoy opportunities to meet their future teachers. Policies and procedures are inclusive and appropriate systems are in place to support children with special educational needs and those who speak English as an additional language. For example, staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included within the setting.

The nursery is well-led and managed. Staff work well together as a team and have embraced the recent changes that the new provider has made. For example, implementing observation and assessment systems and rearranging the storage of resources so that children can make independent choices. They are fully committed to ensuring that they effectively support children's individual needs and welcome the support they receive from the company curriculum coordinator and

the local authority early years advisor. Systems for self-evaluation include staff and parents comments and there is a clear and focussed action plan for future development. For example, staff recognise that they need to make better use of the outdoor area to further enhance children's learning opportunities.

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

Children are happy and settled in a child-friendly environment. They are enthusiastic learners and they enjoy an interesting selection of planned activities as well as plenty of time for free play. Staff are aware of the needs of the younger children attending and adapt activities to meet their learning needs while also providing challenge for older and more able children. Staff make good use of observations to identify children's current learning needs. This is a formal process so clearly identified next steps in learning for different curriculum areas are consistently in place. Therefore children's progress towards the early learning goals is maximised.

Children are confident and take a good interest in all activities available to them. They settle quickly to a task sustaining good concentration. For example, children persevere when using the computer, carefully choosing the colours they want to use to create patterns and competently completing simple programmes. Children engage easily in conversation and pre-school children introduce themselves to visitors and proudly show them around their surroundings. Babies development is supported well through having access to a good range of suitable resources in their play. These include creative play such as mark making with chunky crayons and toys that react in different ways when buttons are pressed. They readily go to staff for comfort, reassurance and support. Babies take part in action songs and rhymes, and staff respond to their sounds and gestures, extending their vocabulary by naming and repeating sounds and words.

Children experiment with snow and ice, using magnifying glasses to look at the changes that occur when it melts in the warmth of the room. They learn about the wider world as a wide range of postures and photos depicting positive images of disability and culture are displayed throughout the nursery. This encourages discussion about differences in people. In addition resources reflect diversity and various festivals are celebrated. Consequently, all children develop a positive attitude towards others through play and valuable first hand experiences. Children are well behaved. They learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together. They respond positively to adult expectations and make choices and decision about their own learning. Consequently they have developed good friendships.

Children develop an awareness of their personal safety because staff make use of opportunities to help them understand the reason for behaviour boundaries, such as why they should not climb on the furniture. They gain an understanding of fire safety because staff provide them with opportunities to practise the emergency evacuation procedure. Effective steps are taken to promote children's good health

and well-being including minimising the risks of cross- infection and by following clear procedures when children are ill. Children thoroughly enjoy being in the fresh air and being active. They have great fun playing in the snow, building snowmen and pretending to be 'snow angels'. They understand and adopt healthy habits, such as good hygiene practices. Meals and snacks are freshly made on the premises. They are varied, well-balanced and include lots of fruit and vegetables. Meal times are well organised and more able children are becoming independent as they are involved in preparing tables, serving their own drinks and clearing away their plates.

## 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