

Busy Bees at Plymouth

Inspection report for early years provision

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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 at Plymouth registered in 2011 and one of a chain of nurseries run by Busy Bees Nurseries Limited based in Staffordshire. It operates from a purpose built single storey building. There are four separate play spaces and associated facilities, a separate sleeping room for babies and young children and five outdoor play areas. It is situated on a science and technology park in Plymouth and is a workplace provision solely for employees of the Land Registry. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is registered to care for 57 children in the early years age group. There are currently 62 children aged from birth to five years on roll, children aged from three years are in receipt of nursery education funding. The nursery currently supports children with learning difficulties/ disabilities and children for whom English is an additional language. The nursery is open from 7am to 6pm each week day all year round and is open during the school holidays. The nursery employs 17 staff, 16 have early years qualifications and the remaining one is working towards her qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Highly committed staff skilfully promote children's learning and development very effectively, overall, through play and routines. Close and extremely effective links with outside agencies and other providers support staff in promoting children's development and inclusion, so their individual needs are very well met and all children are included. Children's safety and sense of security is given priority and highly effective systems are implemented to keep them safe and secure. Partnership with parents is given high priority and ensures that children's welfare and any additional needs are extremely well met. Committed and highly conscientious staff work extremely well together. All staff constantly aim for excellence and self-evaluation is embedded in practice, demonstrating a significant capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing records of progress further, to clearly compare the progress of different groups of children and support quality improvement processes in the setting.

The effectiveness of leadership and management of the early years provision

Staff have a very secure knowledge and understanding of child protection and safeguarding procedures. Highly effective recruitment and vetting procedures help keep children safe from harm. Access to the premises is vigilantly controlled. Effective risk assessments help to ensure that the premises, resources and activities are safe. All fire equipment is serviced diligently and frequent fire drills are carried out. Staff check and closely monitor sleeping babies and toddlers conscientiously. Organisation and deployment of resources is extremely good, with all rooms and outdoor areas welcoming, richly decorated and very well resourced.

Teamwork is very good, with staff working extremely well together. Management are highly supportive of staff development. In-house training and regular appraisal systems are used to identify and support their development and training needs. In their commitment to maintain the outstanding judgement that they earned under previous management, staff constantly monitor and evaluate their effectiveness and seek feedback from both parents and children. Effective systems are in place to monitor the progress of individual children. Although these have not been developed to compare the progress of different groups of children, to enable easy monitoring of the impact of the education programme for all groups attending the nursery. Clear records of individual children's development and interests enable highly effective planning. Highly skilled staff interventions, effectively promote children's development, learning and independence.

The setting works extremely effectively with other agencies and parents to help meet children's needs and provide consistent care. The broad range of resources showing positive images, different languages and script means that equal opportunities, difference and diversity are extremely well promoted. Staff are proactive in seeking support from parents, asking for information about their cultural backgrounds and languages. The staff are highly effective at meeting the needs of children with learning difficulties and disabilities, by working in close partnership with parents and other agencies. Partnership with parents is extremely good. Parents enthusiastically praise the setting. They value the support that they receive from staff, both in one to one discussions and group information sessions. They feel fully informed about their children's progress and enjoy being involved by sharing information about their children, caring for the guinea pigs at the weekend or helping to construct the yurt for an outdoor play area.

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

The rich learning environment is welcoming and extremely well organised. It enables the children, who are highly confident, to happily select and explore the wide range of high quality resources readily available to them. They concentrate intently as they observe and handle the ice which has formed in the outdoor water tray with growing fascination. Older children use their mathematical knowledge as

they count how many will sit at each dinner table and set the tables accordingly. Toddlers develop their awareness of colour and shape as they complete jigsaw puzzles, which include images of people of different races, so increasing their awareness of difference and diversity.

Babies thoroughly enjoy exploring their room and practising their emerging physical skills. They use the sturdy child-sized furniture to support themselves. Some attempt to walk around the play area, with warm praise and encouragement from staff. Babies and toddlers benefit from free access to their outdoor play areas, where they are able to explore the environment. Older children enjoy outings into their carefully organised outdoor area, where with a large covered area children are able to play out in all weathers. Children know how to keep themselves and others safe. For example, they thoroughly enjoy riding tricycles up and down slopes on the cycle track and safely climb through and up the climbing frame to use the slide. They enthusiastically and confidently count up to 10 during a game of hide and seek, using various places to hide, including in or behind the boat, play house or story telling chair.

Indoors, children listen with concentration as staff reinforce their developing knowledge of phonic sounds and actions. Toddlers enjoy looking at and exploring books independently. Some take them into quiet comfortable corners at rest time after lunch. Staff reinforcement helps children of all ages to learn about healthy lifestyles. They clearly know why they must wash their hands at appropriate times. Children's individual routines are followed and they are awake refreshed after sleeping soundly, closely supervised in a range of comfortable areas where lighting is dimmed. When all the toddlers and older children are awake, they enthusiastically participate in an energetic shake and wake session, before returning to their activities. Children enthusiastically enjoy their sociable and nutritious meals. They are all able to quench their thirst throughout the day, drinking from their own bottles or cups of water. All languages spoken by families using the setting are valued and respected, with labelling around the setting and key words displayed to support communication in children's home languages and scripts. Children with learning difficulties or disabilities are fully integrated. They play happily with their friends and participate enthusiastically in activities. Children are independent as they choose activities and resources, dress appropriately for outdoor play. These skills, along with their ability to concentrate, listen to instructions from adults and behave well, equip them well for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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