

Busy Bees Day Nursery at Bromborough

Inspection report for early years provision

Unique reference number	503196
Inspection date	14/02/2012
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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Busy Bees Day Nursery at Bromborough is part of a nationwide chain of nurseries run by Busy Bees Nurseries Limited. It opened in 2007. The nursery operates over two floors from purpose-built premises located on a private site in Bromborough, Wirral. The building is fully accessible with a lift to the first floor. Children have access to enclosed outdoor play areas. The nursery serves a wide catchment area and children attend for a variety of sessions.

The nursery is open Monday to Friday 7.30am to 6pm all year round, closing only on Bank Holidays. It is registered on the Early Years Register to care for a maximum of 105 children at any one time. There are currently 103 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 29 staff, 21 of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and well supported by staff, who have a good awareness of each child's individual needs. Planning, routines and resources are mostly well organised for children to make good progress in their learning and development. Staff demonstrate a clear commitment to promoting inclusion. Effective systems for self-evaluation and reflective practice result in continuous improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of lunch time routines to meet babies' needs more effectively and promote children's independence skills
- ensure planning, resources and opportunities are effective in promoting children's progress and enjoyment for the outside play area.

The effectiveness of leadership and management of the early years provision

Staff members have a secure understanding of Local Safeguarding Children Board guidance and procedures and the possible indicators of abuse and neglect. This enables them to take prompt action if they have concerns about a child to ensure children's safety. Access to the setting is monitored by staff and systems are in place for the safe collection of children. All visitors are requested to sign the visitors book and if relevant produce an identification document. The setting has a

robust recruitment procedure in place and staff are deployed to effectively supervise the children. Daily checks of the premises and outside area are undertaken, as well as more comprehensive risk assessments at regular intervals to keep children safe within the setting.

The setting has effective systems for self-evaluation to strive towards constant improvement. Recommendations from the previous inspection have been addressed and staff training is a rolling programme to support children's progress. The setting seeks the suggestions of advisers, parents and staff to work in collaboration to improve the service it offers. Parents are invited to complete an online survey which seeks their thoughts and comments on the quality of the setting, resources and service they receive. The opinions of staff are sought through meetings and these, along with the parents' views, are considered when putting together the self-evaluation assessment for the setting. The good organisation of the rooms and most resources encourage children to become independent, inquisitive learners. A key worker system promotes and meets individual children's needs. The setting is inclusive and promotes equality and diversity well. Children celebrate various cultural festivals by sampling foods, dressing up, listening to stories and making associated craft items and cards.

Strong partnerships with parents are established and staff work closely with them to meet children's individual needs. Information is shared with parents through many systems, including daily discussion, home diaries, newsletters and meetings. Parents can access their own child's development file at any time. The setting has a 'parent liaison group' with three parent representatives meeting with management twice each term, and the agenda and minutes are displayed for all interested parties to read. Parents praise all aspects of the nursery and speak enthusiastically about how much their children enjoy attending. Staff work very well with other professionals to ensure good support systems are in place for children and families. Links are established with other providers delivering the Early Years Foundation Stage to ensure that transitions are smooth and children's learning needs are met.

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

Staff have a sound knowledge of the Early Years Foundation Stage and know the individual children very well. This enables them to provide a range of activities to support and promote children's development. Staff plan for their next steps in learning and development, and this is illustrated in children's learning journals. However, the planning and resources to promote children's enjoyment of playing and learning outdoors are less effective. Outside resources are not checked regularly for cleanliness, and planning to maximise children's learning in the outdoors is not as well organised as the indoor planning. Good relationships are evident between the staff and children, who enjoy themselves in the friendly and warm environment. They are appropriately comforted by staff, with lots of cuddles and reassurance given. They make friends and chat while they play and learn to share and take turns. Children develop their independence as they choose what and who they play with. Routines in the day help children to feel secure in an

environment where they can predict what is coming next. There are a balance of adult-led and child-initiated activities that result in children being active learners.

Children are confident communicators with plenty of opportunities to develop their speaking and listening skills throughout the day. Staff respond appropriately to babies' vocalisations, encouraging their efforts. Many opportunities are in place for children to mark make with chalks, paints and pencils. They understand that print carries meaning as they self-register to use the outside play area and select resources from labelled containers. Staff skilfully tell stories and children are enthusiastic to join in or listen attentively. Book areas are created in every room for children to foster an enjoyment of reading. Children extend their numeracy skills and demonstrate a good understanding of technology as they play. Babies and toddlers are introduced to technology as they explore play materials which involve lifting flaps and pushing buttons. The older children skilfully operate simple computer programmes. A light box and smart boards provide further interesting opportunities to support children's understanding of technology.

Children can express their creativity through music as they tap their rhythm sticks in time to the music. They play imaginatively in a wide variety of role play situations, such as a home corner, the 'space station' and with the small world play. Visitors to the setting develop children's understanding of their community and enrich their learning. These include music sessions, a chef and the 'Rocket Man'. Older children have visits to the local primary schools to support the transition process. Children consider the needs of others as they take part in fundraising events, both locally and nationally. Children acquire a wide range of social and learning skills that equip them well for the future.

Fresh, nutritionally balanced meals prepared daily on the premises by the cook promote children's health and general well-being. Snacks and meals are social occasions with children sitting together at tables. However, the lunch time routine in some rooms does not promote children's independence, and babies have to wait too long for their meals. Children have access to fresh air daily and a range of outdoor and indoor physical and energetic play. These activities widen children's experiences of living a healthy lifestyle. Procedures are in place to help children understand how to keep themselves safe. For example, practising fire drills and clearing away toys from the floor area to prevent tripping. This learning is supported by 'Smithy' the glove puppet who is used to encourage children to help keep their play areas clean and tidy. Children behave well as they negotiate, share toys, take turns and show consideration for each other. Staff give lots of praise for children's efforts to develop their confidence and self-esteem.

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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