

# Busy Bees Day Nursery at Derby Oakwood

Inspection report for early years provision

---

<b>Unique reference number</b>	206110
<b>Inspection date</b>	14/03/2012
<b>Inspector</b>	Alison Putnar
<b>Setting address</b>	Smalley Drive, Oakwood, Derby, Derbyshire, DE21 2SF
<b>Telephone number</b>	01332 544321
<b>Email</b>	
<b>Type of setting</b>	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).

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 Day Nursery at Derby Oakwood opened in 1999 and is part of a national chain of childcare facilities. It operates from a purpose built, two storey building, in the suburbs of Derby. Children are cared for in age appropriate areas. There are four fully enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for 110 children. Currently there are 144 children on roll who attend for a variety of sessions. Of these, 45 children access the nursery education funding. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery opens five days a week, from 7am until 7pm, all year round except for bank holidays. A total of 21 staff work in the nursery, of whom 17 hold a National Vocational Qualification at Level 2 and above. The nursery receives support from Local Authority advisors.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The enthusiastic and dedicated management team has a clear vision for the nursery and along with staff generally create an inclusive environment where individuals are respected and valued. Children's individual care and learning needs are met effectively as the nursery works closely with parents and relevant professionals. Systems to evaluate and improve practice are secure and result in a continually improving setting. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. As a result, children make good progress in relation to their starting points. On the whole, children's welfare is well protected through effective practices.

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

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

- ensure the risk assessment covers anything with which the child may come into contact
- create further opportunities for children to positively explore and value similarities and differences in their cultural backgrounds.

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

Children's safety and welfare is clearly a priority in the nursery. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Staff's positive commitment to valuing and respecting each child and their family's individuality ensures all needs are accommodated. Staff fully understand their responsibilities to safeguard

children and understand procedures to work with relevant agencies to protect children from harm or neglect. Some secure methods are in place for maintaining the safety and welfare of the children. For example, managers review the records of accidents in order to look for potential patterns and take action to reduce any identified causes. Robust risk assessments are completed to reduce the likelihood of accidents, although, staff do not always implement this good practice in their daily routines. As a result, on occasions some hazards are overlooked.

The nursery effectively provides an enabling environment, which supports children's learning and development. Indoor and outdoor spaces are well-organised to enable children to feel comfortable and secure whilst they explore a good range of age appropriate, interesting play materials and activities. The well-considered layout of the rooms enables staff to maintain close supervision of children, maintaining their safety, whilst allowing them to develop their independence, for example, through easy access to bathroom facilities. The premises are clean, brightly decorated and a welcoming atmosphere is evident. The management has a clear sense of purpose and through effective and accurate methods of reviewing and reflecting on practice, engage staff in making changes that bring about positive improvements for children's welfare and learning. Regular staff meetings and frequent opportunities for staff development and training, ensure that all keep up to date with changes and are continually improving their skills, for the benefit of the children. Together the staff team identify their strengths and areas for development and implement action plans to address any improvements. As a result, all recommendations from the last inspection have been addressed, improving partnerships with parents and the education provision for children. There is clear evidence of the nursery's capacity to ensure continual improvement, through effective support systems and training packages, accessed through Busy Bees and the local authority.

Good relationships with parents emerge from the secure communication methods. Parents received comprehensive information about all aspects of the nursery through a detailed prospectus, newsletters and regular face to face discussions. Daily diaries, home/nursery books and meetings to share children's development records, ensure that parents are well informed about their children's progress. Partnerships with other professionals are effective in ensuring that children's individual needs are met. Those with special educational needs and/or disabilities are well supported and making appropriate progress in relation to their starting points. The nursery has established links with local schools to help children's transition. They are securing links with other professionals providing for children in the early years age range, which ensures all work together to provide continuity in children's learning and development.

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

Good relationships are evident between the staff and children. The key person system enables children to build a close bond with individual staff, helping them to settle and feel confident. All children are warmly welcomed. High adult to child ratios ensure children receive the attention and care they require. Children develop

a sense of belonging, as they see displays and books of photographs of themselves and their families. They enjoy looking at their 'learning journies', showing pride in their achievements. Children are making good progress in their development. Staff observe children during play and record their achievements, they use this information to highlight any gaps in learning and plan next steps for children to work towards. A good variety of activities is then planned to take account of children's interests and their individual learning needs. Children enjoy the range of activities provided and the accessible layout of resources enables children to freely make choices and access other toys stored around the room to extend their play. The children are beginning to develop a sense of responsibility as they help to tidy away toys after play. Behaviour is good in the setting; children understand the need to share and take turns and are kind and considerate towards each other. For example, a child independently offers the toast to friends at the snack table. Appropriate expectations for behaviour also enable the children to consider safety issues. Young children learn to manage the slide carefully, waiting till there is space at the bottom before sliding down. Staff pay close attention to helping children manage the stairs in a safe and orderly manner, as a result, children understand to hold the rail and walk carefully.

The newly refurbished outdoor areas promote a vast array of learning opportunities having a positive impact on children's health and all six areas of learning and development within the Early Years Foundation Stage. This effectively supports those who learn better outdoors. All children benefit from frequent opportunities to play outdoors, with many children being able to freely flow between indoor and outdoor play throughout the day. Younger children are able to practise skills needed for writing in the future as they access chunky paint brushes, painting on a large scale outdoors. Increased use of the outdoor area, along with other physical activity initiatives such as 'the golden mile' and 'wake and shake' effectively supports children to adopt healthy lifestyles. These young children follow effective hygiene routines, including regular hand washing to prevent the spread of germs. The nursery promotes healthy eating and meals are freshly prepared, appetising and nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for. On the whole meal times are a positive social occasion. Older children access a canteen service helping them prepare for school life, younger ones are encouraged to feed themselves, with babies benefiting from the close physical contact as they are fed in the arms of staff.

Children develop skills for the future through the range of activities and nursery routines. They practise early mathematical skills as they set out the number of plates and cups needed for lunch time. They develop hand-control needed for later writing as they use a range of tools in art and craft activities. They explore their imagination and recreate familiar scenes in well-resourced role-play areas. Their language skills are developing well as staff engage in play with the children and take time to listen to them. Babies babble and wiggle in response to staff interaction and during singing time. A group in pre-school show an increasing range of vocabulary as they use scientific words to describe the findings of their experiment, talking about the mixture 'reacting'. Some effective methods are emerging to support children who have English as an additional language in communicating. Staff learn some words in the children's own language, use dual language books and a range of signs, symbols and gestures to ensure these

children understand the routines and develop their use of English. Fewer opportunities are established for children to use their home language during play and activities. Children are beginning to explore aspects of the wider world as they access toys and resources that reflect positive images of the wider society, however, staff do not always fully consider the cultural background and ethnicity of those who attend when planning activities for special events and celebrations, potentially missing some opportunities to help children value and appreciate each other. Children are confident in their use of communication and information technology, very young ones independently access the computer, using the mouse to complete simple programmes which also support their language and mathematical knowledge as they begin to recognise sounds and numbers.

## 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