

# Busy Bees at St Oswald's Leicester (SOL)

Inspection report for early years provision

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<b>Setting address</b>	St Oswalds Road, Leicester, Leicestershire, LE3 6RJ
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<b>Email</b>	
<b>Type of setting</b>	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 St. Oswald's, Leicester was registered in 2011. The provision operates from a purpose-built nursery in Leicester City. Children have access to four rooms, according to their age and there is an enclosed outdoor play area adjacent to each room. Opening times are from 7.30am until 6pm throughout the year. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register to care for a maximum of 44 children aged from three months to five years; of these 18 may be under two years. There are currently 65 children on roll and the nursery is in receipt of funding for children aged three and four years. The nursery is also registered on the compulsory part of the Childcare Register.

A team of nine staff care for the children; six hold childcare qualifications at level 3 and three have a qualification at level 2. The manager has a degree in Early Years. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children are content and settled at the nursery because the enthusiastic staff team know them well as individuals. Excellent partnerships are in place with parents so staff can respond quickly to children's needs. Staff are well aware of children's interests and individual planning is in place to reflect this. Activities are supported by a range of extremely high-quality resources which engage children. Consequently, children make generally good progress in their learning and development. All required policies and procedures are in place and are used effectively to underpin the management of the nursery. Systems to monitor and evaluate performance are used well and ensure the nursery is constantly striving to improve the service to children.

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

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

- develop further opportunities for children to extend their learning in the outdoor play areas and the local community.

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

Children are well protected because staff have a good understanding of their role in relation to safeguarding and all have attended training in this area. Recruitment procedures are robust and ensure children are always cared for by suitably

qualified and vetted staff. Detailed risk assessments ensure the nursery is safe and children are reminded of safety rules, such as not running indoors. This helps them to be responsible for their own well-being.

The manager has a good understanding of using self-evaluation to reflect on practice and all staff are involved in identifying areas for development. For example, through self-evaluation staff have now improved links with other agencies. A wide range of training also ensures children are cared for by motivated and enthusiastic staff. Staff are deployed highly effectively so children are well supported as they access a wealth of easily accessible resources, which enhance their learning.

Excellent measures are in place to ensure parents have the opportunity to be involved in the nursery. These include newsletters and communications, in a variety of media, and the opportunity to be part of the 'Parent Partnership Group' which enables them to influence decisions about the nursery. Parents have completed questionnaires and the manager has responded effectively to suggestions received from this. The results are displayed on 'our suggestion tree', which is a highly innovative way of keeping parents informed. They are encouraged to comment on their children's learning and these are incorporated into 'learning journeys' which provide a very good overview of children's progress. A comprehensive range of policies and procedures are in place and are available for parents. These include a positive equality and diversity policy which underpins inclusion for all children. Parents spoken with were very pleased with the service the nursery provides and stated their children were happy and settled.

Good working relationships are in place with others who work with children which means they benefit from a consistent approach to their care.

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

Children's learning and development are progressing well because staff have a good understanding of the Early Years Foundation Stage. They respond quickly to children's interests, for example, some children had visited the 'Space Centre' at the weekend. As a result, staff skilfully planned activities around the topic of space and this fostered children's interests as they created an innovative display around space flight. Individual planning is in place for each child, which means the next steps in their learning are clearly identified and supported with meaningful observations.

Space is used extremely imaginatively in age-appropriate rooms where children can engage in a wide variety of activities. All rooms have access to a garden area where children confidently explore the equipment available. For example, young children use push-along toys as they begin to balance, while older children explore a climbing frame and use a slide. This promotes their physical development well.

Children learn about the wider world as they acknowledge festivals and taste food from different countries. Staff make learning fun for children, for example, as they

make biscuits, this generates a great deal of excitement. This activity involves children in weighing, measuring and counting so they become familiar with these concepts in everyday routines.

Children behave well and are learning the value of cooperation, for example, all babies all take part in making an Easter chick using a variety of textures. Older children help to compile simple rules, such as sharing, which gives them a good sense of responsibility within their environment.

Children enjoy a good variety of home-cooked meals and drinks are always accessible so they can respond to their own bodily needs well. They also understand the importance of good hygiene as they routinely wash their hands and use tissues to wipe their noses.

Children eagerly anticipate an activity of foot painting during which they recognise and choose colours. They slide up and down the paper as they mix colours and afterwards a child states, 'That was so great'. This encourages children to try new activities and work together.

The natural world excites children and they enjoy bug hunts and understand how the seasons change the world. Children enjoyed playing in the snow and froze dinosaurs in ice; they observed these thaw enabling them to learn about the properties of materials. This helps to foster their knowledge and understanding of the world. However, some opportunities for children to explore the local community and use the outdoor area are missed, which limits their experiences.

Children are encouraged to be confident communicators and staff respond well to babies 'babble'. Older children eagerly express their needs and can explain what they have done and want to do next.

Overall, children are developing good skills to build on for their 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

<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	1
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	1

### 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

<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

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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