

Busy Bees at Farnborough

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*.

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Description of the setting

Busy Bees at Farnborough registered in 2001. It is one of 146 provisions registered under Busy Bees Nurseries Limited. It is registered on the Early Years Register to provide care for 159 children in the early years age range. There are currently 141 children on roll. The provision is open from 7.30am to 6pm for 52 weeks of the year. It is situated on Ministry of Defence land between Farnborough and Fleet, in Hampshire. There are 81 places allocated as work place childcare of QinetiQ and the other 78 places are available for the local community. The provision uses a single-story building. There are nine, main rooms, a separate, activity hall and a library facility for parents. Children have access to a garden, with separate enclosed areas for each age group. The setting is in receipt of funding for the provision of free early education to children. The provision employs 31 staff, of whom 21 have appropriate early years qualifications to at least level 3. There are three staff working towards an early years qualification and four senior staff are working towards a level 3 qualification in management. The provision employs two full-time catering staff, an administrator and two supernumerary managers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met through effective partnerships with parents. Key strengths of the provision are the positive and welcoming atmosphere, where children are provided with a good range of activities and experiences. The provision is run in an efficient and well-organised way and, despite its large size, feels welcoming, relaxed and friendly. Self-evaluation embraces the views of staff, children and parents and is well used to make on-going continuous improvement to the provision. Strengths and most weaknesses of the provision are clearly identified, although some aspects of good practice have been overlooked in resourcing, planning and risk assessment.

What steps need to be taken to improve provision further?

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

- improve the range resources in real life situations that can be used in different ways to facilitate younger children's play and exploration
- improve the opportunities for children to express their own ideas through movement and dance, and use a wider range of programmable toys in addition to computers
- improve the risk assessment so it includes risks associated with hygiene, cleanliness and minimising the risk of infection.

The effectiveness of leadership and management of the early years provision

There are effective systems in place to check that staff are suitable to work with children. Staff have a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. They understand their responsibility to protect the welfare of the child. Children's safety is well maintained through the use of risk assessments. However, full consideration has not been given to looking at hygiene associated with wearing outdoor shoes in rooms where children are not mobile. There is a good range of resources available in each group room and most of the outside, play areas. Consequently, children show good independence as they choose to play inside or outside. Children develop an effective understanding of diversity through planned activities that celebrate different cultural events. For example, they make shamrocks and biscuits for St. Patrick's Day and dragons and lanterns for Chinese New Year.

There are effective systems in place for evaluating most aspects of the provision. The provision completes a detailed self-evaluation form. Since the last inspection, there have been many new initiatives that have improved outcomes for children. For example, the parent partnership group has been re-launched, which has enabled parents to become more actively involved in decision making and giving feedback. Partnership is good. The manager corresponds with other early years provisions that children attend. She initiates discussions about children's individual, development plans and provides opportunities for other providers to contribute to children's communication books. Consequently, children are provided with good continuity of care and learning. Parents receive good information about their children's progress and development. This is achieved through daily discussions with their children's key person and more formal progress meetings. Parents are welcomed into the nursery to share their skills. The organisation has developed a 'friend's profile', which invites parents to share their expertise and identify areas of nursery life that they would like to be involved with. Consequently, a parent is currently helping the nursery to set up a science room and has led activities with children; these include opportunities for them to learn about communication, sound and pitch. Parents interviewed at the inspection make highly positive comments about the provision.

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

Children make good progress in relation to their developmental starting points and are well included in all aspects of the provision. Staff have a positive approach to children's personal development and know each child well. Their caring, supportive approach and good communication with parents mean children's individual needs are well met. There are effective systems in place for observing and assessing children's progress and identifying next steps for their individual learning. Children have enjoyable, challenging experiences across most areas of learning that are primarily driven by their individual interests. Staff looking after the youngest

children work hard to introduce play equipment that captures children's interest. They change activities throughout each session, although do not spend time planning new ideas for using 'real life' resources in the inside and outside areas. This does not enhance the variety in children's play and opportunities for them to make sense of the world.

Children show a strong exploratory approach and gain good skills for the future. They happily initiate their own ideas, for example, deciding to sit inside a large outdoor play tunnel and draw pictures with their friends. Children show good coordination as they paint outside walls and fences using water and brushes. They clearly recall and talk about elements of familiar stories, as they play inside a 'giant's house'. Staff plan activities that help children link sounds to letters. Consequently, most children attempt to write their own name and enjoy using writing for different purposes. For example, they make marks in a 'doctors' appointment diary in the imaginative play area. Children solve problems as they fill and empty containers of water and show excitement as they watch it travel down long, bamboo shoots into a tray. They learn to count in numerical order and are beginning to compare numbers in groups of objects and identify symbols. Children learn about the features of living things as they take part in a weekly, gardening club and plant vegetables and herbs. They experiment with science resources and learn about the effects of giant magnets and how to create soapy bubbles with different-sized wands. Children know how to operate simple computer programs and make use of an interactive, smart board for self-registration. However, there are limited programmable toys available, which restricts this area of learning.

Children in the older age groups make good use of their well resourced, outside play areas. They crawl through tunnels, jump over skipping ropes and develop balancing skills, as they use wobbly bridges. They take part in weekly, football skills sessions that enable them to listen to instructions, and control their movements. Staff are receptive to children's attempts to make up their own songs and encourage all children to concentrate and listen to each other. Children take part in 'wake and shake sessions', where they copy movements and are keen to show new children what this involves. Consequently, they learn about the benefits of physical exercise. However, there are fewer opportunities for children to move independently to music, which restricts their ability to interpret music. Children effectively learn about their own safety. They are encouraged to make their own decisions and hear clear explanations about how to use equipment safely and independently, for example, climbing apparatus. Children learn about road safety and understand the importance of the fire alarm being tested each week. They benefit from healthy and nutritious meals that include food obtained from farm assured suppliers. The organisation creates rotating menus that are compiled in consultation with a nutritionist. Staff liaise with the chefs to identify and adhere to children's individual dietary needs. The chefs also take responsibility for leading 'cooking with me' sessions with children. Children learn about good hygiene practice through hand washing procedures.

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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