

Busy Bees Day Nursery at Crawley

Inspection report for early years provision

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Inspector

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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 is part of a chain of nurseries which has 145 nurseries. It opened in 2001 and operates from a purpose built nursery situated in the centre of Crawley. The building is organised into specific areas for the various age groups who attend. Children have access to an enclosed outside play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to provide care for 132 children aged under eight years. There are currently 150 children from the age of three months to five years on roll, of these, 57 children are in receipt of funding for nursery education. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round. Children can attend a variety of sessions or full day care. The nursery supports children with special educational needs and/or disabilities, or children who speak English as an additional language.

The company employs a qualified manager to be responsible for the day-to-day running of the nursery. In addition, there are 28 staff who work directly with the children, 15 whom are qualified and seven working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a welcoming, inclusive environment. Children are seen as unique individuals and provided with good opportunities for their learning and development. Children's welfare is promoted through effective practice and good management of the nursery. Secure relationships with parents have developed. These are effective in meeting children's individual needs and partnerships with other settings are embedded. Committed, strong leadership and effective, continuous reflective practice ensures that the setting has good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- further extend children's learning through planning and resourcing a challenging environment, such as, the discovery area, so that children's play can be supported and extended
- develop a systematic and routine approach to using observations and assessments, to plan the next steps in a child's developmental progress in all areas of learning.

The effectiveness of leadership and management of the early years provision

Safeguarding of children is highly effective throughout the nursery. Robust procedures are in place to recruit, appoint and induct new staff, which are reviewed regularly and carefully managed. There are clear and effective systems in place to informally and formally monitor practice and appraise staff on a regular basis. The senior management team places a strong emphasis on staff training and professional development. For example, staff have been trained in local child protection issues and have the necessary skills and expertise required for identifying any child at risk of harm. Roles and responsibilities are clearly defined and staff take the lead in specific areas, such as, health and safety. Electronic security systems, thorough risk assessments and staff's vigilance contribute significantly to children's safety. For example, staff and parents use key fobs, which enable them access into different areas within the nursery, and prevent unauthorised people from gaining entry. Children practise regular fire drills, which are recorded and evaluated, increasing their understanding of the procedures to follow in the event of an emergency. Staff make very good use of discussion and incidental opportunities to promote children's understanding of safety issues. They learn how to use tools safely, such as scissors, through their play. Documentation is maintained to a good standard and a range of comprehensive policies and procedures support the effective practice carried out in the nursery.

Children benefit from an enabling environment providing warmth, through the effective key worker systems, and the acknowledgment of each child as unique. The nursery is bright and inviting throughout with displays of children's work, posters and photographs. Notice boards display useful information, such as information for parents about the Foundation Stage. Space is well organised overall, and children benefit from designated base rooms which are clean and well maintained. Children across the different age ranges enjoy activities and resources that are of high quality, stimulating and encourage participation, offers challenge, and the opportunity to succeed. However, the newly developed discovery area is not, as yet, used to fully maximize children's learning potential.

Children throughout the nursery begin to learn about their own and others' cultures, needs and abilities through discussion and meaningful activities. For example, the nursery celebrates festivals such as Chinese New Year. Resources promoting diversity of culture, ethnicity and disability are also available, increasing children's awareness of diversity.

Partnerships with parents are highly positive and relationships are well established ensuring each child's needs are met. Parents are encouraged to take a full part in their children's welfare, learning and development whilst they are at the nursery, through information sharing, parents' consultation events and newsletters. Parents speak highly of their children's experiences at the nursery. They comment that their children are extremely happy and confident and their enjoyment maximized through the friendly, caring and supportive staff team.

Effective communication takes place across the nursery through informal

discussion and formal team meetings, to assess and self-evaluate overall practice. Parents, carers and children are included in this process. Their views and suggestions are gathered, for example, through a Parent Liaison group and children's ideas are listened to and valued. Staff work closely with professionals from other agencies and the local authorities involved in children's lives. As a result, key priorities are well targeted to bring about future improvement of the nursery, for example, further improvements to the outside garden.

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

Children demonstrate through their actions that they feel safe, secure and ready to learn. They relate easily to staff and their friends with whom they have fun and form warm and trusting relationships. Children across the different ages benefit from an enabling environment that provides stimulation and challenge, both in and outdoors. Children are successfully encouraged to play an active role in their learning and development and have the power to plan their own learning experiences. For example, they can make their own choices and decisions about what they do and play, enabling them to become active, independent learners. Planning is entirely focused around children's interests, along with a number of annual topics, which ensures that children are interested and engrossed by the activities on offer. Staff are well deployed to support and extend children's learning, allowing them to practise their skills, develop new ones and become competent learners. Regular observations are undertaken of children's learning. These are shared with parents and their next steps and interests are identified. This further informs planning, ensuring that every opportunity is taken to promote individual learning. However, observations and assessments are inconsistent across the nursery which impacts on some children's ability to reach their full potential.

Throughout the nursery children learn important skills for the future. Children's communication skills are very well developed. Staff interact continuously with them; listen to them and skilfully responding to their views thereby introducing them to new vocabulary. They have many opportunities to develop their emerging writing skills. For example, through sand, water and corn flour play. Older children confidently use the light box and add their name to their creation. Numeracy is successfully delivered through everyday activities, for example, when a member of staff asks a child how many wheels they need for their construction. Children compare the different colour groups of different sized pencils and discuss their findings animatedly. They solve simple and more complex problems as they use games which link shapes and complete jigsaws of varying complexity. Children's creativity is well promoted. They enjoy many opportunities for art based activities or to play instruments, listen to music, dance or play in the well resourced imaginary area. Children's physical development is effectively promoted. Children enjoy a daily 'Wake and Shake' session as well as more boisterous and physical play. Much of their play is taken into the indoor and outdoor garden where they are encouraged to use their bodies in different ways and permitted to take risks and make mistakes, such as, attempting a forward roll. Children learn about the natural world as they plant, tend and gather plants and herbs in the garden. They

show wonder as they discover living things, such as, a garden weaver spider and talk about its habitat and feeding habits. Information and communication technology resources are very popular with the children. They confidently use a mouse and simple computer programmes whilst younger children and babies enjoy toys with buttons, knobs and flaps.

The babies and youngest children are cared for to a high level. Their individual routines are followed, such as sleep time, as well as their health and dietary needs being met. Staff ensure their emotional well-being is given due attention, offering cuddles and reassurance when needed, to help children feel secure. In the babies' room, staff encourage the youngest children to begin to communicate by responding positively to their babbling and gestures, as well as singing simple rhymes and reading aloud. Younger children enjoy multi-sensory experiences through the well equipped sensory room with music, light and sensory wall panels that offer a multitude of colours and patterns, creating either a calming or interactive environment. Children's physical development is equally valued. The toddlers are supported as they develop their walking skills, with babies enjoying space to crawl and bottom shuffle around.

The children show a good understanding of the importance of keeping themselves healthy. For example, they follow good personal hygiene routines, such as, hand washing before eating and after attending the toilet. They are able to make choices about healthy eating. Older children enjoy serving themselves a well balanced, nutritious lunch and fresh fruit snacks. They pour their own drinks from suitable sized jugs. Toddlers are supported as they learn to become independent by beginning to feed themselves. All of the children are well behaved. They learn about rules, how to communicate and treating each other with respect. As a result, children are beginning self-regulate their behaviour, negotiate and resolve their own issues. Throughout the nursery equality and diversity is given due consideration, in order for children to make a positive contribution. The children demonstrate a strong sense of belonging and how to stay safe within the nursery. This is because of the support and guidance they receive from staff.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met