

Busy Bees Day Nursery at Bicester

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*.

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 Day Nursery at Bicester registered in 2000. It is one of many nurseries managed by Busy Bees Childcare Limited. The nursery operates from a purpose-designed building over two levels, close to the centre of Bicester. Children have access to a secure outdoor play area. Children attend from the town and surrounding rural area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 108 children under eight years may attend at any one time and they all may be in the early years age range. There are currently 184 children from six months to five years on roll. The nursery provides free early education for children aged two, three and four years. Staff provide support to children with special educational needs and/or disabilities. Support is also offered to children for whom English is an additional language.

The nursery opens on weekdays all year round, with the exception of public holidays, from 7am to 7pm. The nursery employs 28 staff, of whom 18 hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive attentive care in a safe and welcoming environment where staff meet their individual needs. Children are making good progress overall in most areas of learning and staff are competent at organising the smooth running of the day. There are excellent partnerships in place, both with parents, other providers and with outside agencies, to support children's well-being. Staff have a number of successful systems in place to monitor the quality of the care and education they are providing. They demonstrate a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide children with more activities to encourage their awareness of using writing for a purpose.

The effectiveness of leadership and management of the early years provision

Staff have a strong understanding of their role in safeguarding children. They demonstrate a consistently good awareness of what may cause them concern and

how to act. They follow robust systems to help ensure safe recruitment. Staff complete a thorough range of risk assessments to minimise hazards. There are good security procedures in place and continual monitoring of the site through close circuit television. Children spend time in clean and comfortable surroundings. Staff follow an effective range of procedures to safeguard children's health. They are very careful to follow nursery policy concerning daily routines, such as nappy changes. Staff who serve food to children wear protective clothing and are vigilant at maintaining cleanliness.

Children have access to a wide range of resources. Staff use a broad range of ideas and materials to create pleasant rooms in which children can play and rest. Improvements to the baby room, for example, provide a good balance between stimulating visual areas and calm peaceful corners. Staff deployment throughout the nursery helps ensure children receive good overall support to meet their needs. There is a good emphasis on providing an inclusive atmosphere and children of all abilities receive support to take part in activities. Staff seek extra resources, for example, so that all children can play outdoors or access sand play. Staff form excellent links with other providers of the Early Years Foundation Stage and outside agencies. They are playing a significant role as part of a wider team of professionals to support families and children. Staff manage children's transitions to school and within the nursery extremely well.

Partnerships with parents are highly effective in meeting children's needs. Parents speak extremely positively about the support their children receive. Staff collect detailed information about children's starting points, including key words in home languages, to ensure they are able to meet children's individual needs. Staff are particularly good at spending time with parents, offering reassurance about specific aspects of health or development. Parents have a number of motivating ideas to take part in nursery life. They have a representative group to provide them with an avenue to share views. Staff use innovative ways to include parents in sharing learning at home. Parents of children who speak English as an additional language come in to the setting to share story time in their home languages. This demonstrates the respectful attitude of the staff in celebrating different cultures and backgrounds.

Staff receive strong support in terms of their professional development. There is a culture of reflective practice operating at different levels in the nursery. Individual room staff, for example, create delightful photographic records of what they do well. Managers draw information from many areas, including the opinions of staff, parents and children, to complete a thorough self-evaluation. There is an encouraging attitude to driving improvement, with successful implementation of ideas to raise standards since the last inspection.

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

Children are developing a positive attitude to learning. They show an interest in the wide variety of activities, with a good emphasis on making decisions for

themselves. Children become independent in many aspects that stand them in good stead for the transition to school. During the day, the children experience different areas, such as a stimulating sensory room, to provide variety and fresh interest. Children make good progress in their learning and the development of skills for their future. Staff are knowledgeable about the Early Years Foundation Stage and use this to monitor the children's development consistently well. Each child receives effective support from their key person and records demonstrate how well staff track and plan for individual needs.

Children behave well and staff encourage them to think of the feelings of others when their actions are undesirable. Children are learning how to use sign language so that they can communicate with all their friends and develop their respect for others. They learn about using resources carefully through gardening activities and making models with recycled materials. Children develop a good understanding of the world, as they follow eggs hatching into chicks or use magnifying boxes to view insects. Many are confident at operating computer software, using touch screen technology. Children use mathematical concepts as they explore shape and space through construction activities. They work cooperatively with friends to sort animals into groups, independent of adult input. There is a good emphasis on promoting awareness of print and the enjoyment of shared stories or rhymes throughout the nursery. Children can access materials to make marks in different ways. However, there are not always the opportunities for writing during role play and other activities so children make links to the purpose of writing. Children play with many resources that stimulate their creativity. They handle different textures and make up stories using their imagination. Cosy dens encourage them to explore safe places where they find interesting shiny objects to handle.

Children are developing a good awareness of how to adopt a healthy lifestyle. They regularly access outdoor play where they can be energetic and improve their physical skills. Wet weather is not a blocker to being outdoors as children enjoy playing in the rain in suitable clothing. Children take an active role in cooking, preparing healthy dishes such as fruit kebabs or vegetable soup. They thoroughly enjoy dishes from the nutritionally balanced menus, with many asking for second helpings of baked salmon pasta. Children readily pour refreshing drinks of water as they respond promptly to their own needs. Babies receive very good care so that they can sleep following their home routines. They demonstrate how safe and secure they feel as they play peacefully in the calm atmosphere of their room. Older children show their growing understanding of how to keep safe, with activities about road safety or the sensible use of tools like scissors and cutlery.

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	1
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

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