

Busy Bees At the Rye

Inspection report for early years provision

Unique reference number EY257924
Inspection date 06/06/2012
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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 at the Rye was previously registered with the local authority and registered with Ofsted in 2001. It is part of a nursery chain that operates nationwide. It operates from a single storey building overlooking the Rye in High Wycombe. Children have access to five base rooms and two enclosed outdoor play areas. The nursery opens five days a week all year round and offers both full and part-time care. Children attend for a variety of sessions. Sessions are from 7.30am until 6.30pm or 8.15am until 1.15pm and 1.30pm until 6.30pm Monday to Friday. Funded sessions are also available from 9am until 12 noon and 1.30pm until 4.30pm during term time only.

The nursery is registered on the Early Years Register and the voluntary part of the Childcare Register to care for no more than 80 children in the early years age group, of these, not more than 43 may be under two years at any one time. There are currently 117 children on roll. This includes 51 children in the early years age group. The nursery is able to support children who have special education needs and/ or disabilities and children who speak English as an additional language. A team of 29 permanent staff work with the children, 24 of these staff have early years qualifications to NVQ level 2 or 3. There are eight relief staff who all hold relevant early years qualifications. One member of staff is currently working towards a foundation degree programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a vibrant and inclusive play environment for children. They enjoy a wide range of beneficial learning experiences and resources that gauge their interests well in most areas of learning. Staff are proactive in encouraging an awareness of diversity and ensure that all children's needs are met. Children's welfare is promoted through many comprehensive policies and procedures, which help to keep them safe overall. The nursery has good partnerships with parents and other settings to support the learning that children make. The longstanding manager and her staff demonstrate an enthusiastic and committed approach to implementing improvements within the setting, this can be demonstrated in their ability to continually evaluate the quality of the provision that they offer to both children and their families. Therefore, they demonstrate a positive approach towards maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- carry out regular fire evacuation drills more frequently
- improve children's learning in language activities by increasing opportunities, particularly for older children, to share and enjoy a wide range of fiction and non-fiction books, rhymes, poetry and stories.

The effectiveness of leadership and management of the early years provision

The nursery has comprehensive records, policies and procedures in place, providing a good framework for practice. There are secure systems in place for recruiting and checking staff to ensure they have the necessary skills and knowledge to work with children. All staff undergo induction programmes and on-going personal development is discussed through appraisal processes. Children are effectively safeguarded as staff have a good knowledge and understanding of safeguarding issues and are attentive to the well-being of all children. Daily risk assessments and safety checks are carried out on the building and resources, to ensure it is safe and secure for children. Through positive guidance and support, children and staff are learning how to monitor their own safety within the setting, although evacuation drills are not currently monitored to ensure that all children and staff are developing an awareness of these procedures.. Staff risk assess all outings in the local area and work together to ensure close supervision of children at all times.

A strong management team strives to motivate staff and sets out a clear vision of their expectations. Previous recommendations set at the last inspection have been successfully addressed. Responsibilities are shared amongst staff so that they feel valued and become confident practitioners. Their enthusiasm for caring for the children is evident and as a result, outcomes for children are positive. A high proportion of staff are well-qualified. Staff are deployed effectively around the nursery to enable them to interact with children during play and respond to any individual needs. Good quality resources across all areas of the nursery contribute significantly to helping children achieve and enjoy. Staff organise the play areas to offer children a variety of play opportunities indoors and outdoors. In this way, children follow up their own interests in a supportive environment. The free-flow system works extremely well and children move in and out, selecting different activities. Children especially enjoy playing in the 'den' areas.

Equality and diversity is promoted well within the nursery to help children's awareness of the society they live in. Equality of opportunity and anti-discriminatory practice is actively promoted as a variety of resources and activities meet the needs of all children and enable them to learn and develop respect for themselves and each other. Children are happy and confident in their play and develop a strong sense of belonging, as they feel included and welcomed into the nursery. Effective steps are taken by the nursery to reflect and review the quality of provision for children's welfare, learning and development; for example, through regular audits, self-evaluation and seeking parental feedback, through the use of parent questionnaires and room assessment forms. There is also a 'Parents

Partnership', who meet at regular times throughout the year to discuss nursery issues and social events.

There are good close working partnerships with parents, which contribute to children's individual needs being met appropriately. Parents receive detailed information about the educational programme, daily events, activities and update reports on children's achievements and progress. As a result, parents are able to play an active role in their children's life in the nursery. Through discussion with parents it is evident that they are happy with the care and education that their children receive. In addition, the nursery engages well with other professionals to support children's on-going learning and development.

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

The nursery promotes children's learning and development well. The learning environment is effectively organised and encourages purposeful play and exploration with an appropriate balance of activities. Staff rotate resources daily, taking into account children's interests. Well-qualified staff demonstrate a secure understanding of the Early Years Foundation Stage and are effective in helping children progress well in most area of learning. However, staff do not make best use of opportunities for older children's learning in regular language activities. The nursery acknowledge this is evolving, with many new initiatives and programmes beginning to be implemented, in the summer term, to improve pre-school children's transition into school. Key workers contribute well to their key children's individual weekly plans. Planning develops through observations and a range of varied assessments, undertaken on all children, to enable them to move children on in their learning. This ensures planning is flexible and takes into account the interest and ideas of each child. Effective procedures are in place to enable parents to view their children's learning journals, such as parent consultation evenings. Assessment records show how children are progressing and this information is used to inform future planning.

All children participate eagerly and with enjoyment in the activities provided, such as sand, water, making crowns and a daily 'shake and wake' physical session. Staff support the children well. They join in their play and interact to encourage children's thinking and communication. As a result, children demonstrate a keen attitude towards learning in different play situations. Many opportunities exist for children to develop a wide range of physical skills, such as balancing, climbing and negotiating space on wheeled toys. Each garden area has been thoughtfully designed to capture children's interests and imagination, with areas where they can be physically active, engage in role play, hunt for bugs or tend to plants they have grown. Children can make further choices outside from a range of equipment, for example, construction, small world toys and creative activities. When using resources, such as torches, interactive toys, a smart board and computers, they become aware of the use of information and communication technology. Staff

reinforce children's communication, language and literacy skills through social occasions together such as meal times, sharing books and guiding their early writing skills through regular opportunities for chalking, drawing and painting. Children are encouraged to develop an understanding of the world and their community as they learn about each other's celebrations and have access to a good range of resources that promote positive images. Children develop problem solving skills and numeracy with mathematical concepts reinforced through a varied range of activities which involve numbers, shapes and patterns.

Children's welfare is effectively promoted within the nursery. Children have opportunities to learn about good hygiene and personal safety. They learn about their own health and the importance of healthy life choices. They are offered healthy and nutritious meals and snacks, which supports their good health. Children are learning to behave in safe and responsible ways, as staff help them to learn how to manage their own safety; For example, road safety awareness and regular visits by the local community police. Outcomes for children are promoted consistently well. Children show an enthusiasm for what they do and their ability to make choices. Babies and young children enjoy warm interaction with their carers as they receive lots of cuddles and attention. Children have a positive attitude to play and this impacts on the progress they make. Overall, children are developing many good learning and development skills which help to set secure foundations for their future learning success.

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 voluntary part of the Childcare Register are:

Met