

Busy Bees Day Nursery at Sudbury Hill

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Busy Bees Day Nursery at Sudbury Hill is one of 145 nurseries operated by Busy Bees Day Nurseries Limited. It opened in 2004 and operates from a purpose-built building in Sudbury Hill, in the London Borough of Ealing. A maximum of 100 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. Core opening times are 8am to 6pm. Children have access to secure enclosed outdoor play areas.

There are currently 118 children aged from three months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery is registered on the Early Years Register. It employs 26 staff; of these, 23 hold appropriate early years qualifications. One staff member has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides good quality care for children in a safe and clean environment. The strong partnerships with parents mean that staff know the individual needs of each child well, and how to meet them appropriately. Children enjoy a wide variety of fun play experiences, both indoors and out. Overall, they make good progress towards the early learning goals in most areas of learning. The manager and her staff team continuously evaluate their practice and demonstrate their commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- enable staff to recognise opportunities to engage in early 'conversations' with younger children, in order to foster language development
- organise mealtimes in order to promote children's social development, while enjoying food and highlighting the importance of making healthy choices

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding matters. They are aware of the

procedures to follow to report any concerns about the well-being of a child in their care. Robust recruitment and vetting procedures mean that adults caring for children undergo all relevant suitability checks. The effective use of detailed risk assessments enables children to move around all parts of the nursery and garden safely. Children learn how to keep themselves safe, because they also identify potential hazards and how to minimise them. For example, they learn the danger to themselves and others of standing on chairs or leaving toys strewn across the floor.

The staff team, parents and children all contribute towards the nursery's self-evaluation of practice. The manager is enthusiastic about ensuring the ongoing success of the nursery and further developing and enhancing good practice. She communicates her ambitions successfully to her motivated staff team. Major refurbishment of the nursery since the last inspection has resulted in larger and more exciting play areas becoming available for the children. These include the 'Rainforest Room' and the outside classroom. Staff use both these areas in fun, stimulating and creative ways, for the children to learn in and enjoy. As a result of a recommendation made at the last inspection, children's independence is now encouraged at snack time. They pour their own drinks and help to prepare the food. Each of the children's rooms has an action plan for future development for staff to address, and the manager implements targets highlighted in the bi-annual company quality audit. These initiatives and changes demonstrate that staff understand the importance of continuously reflecting upon and developing practice, for the benefit of the children.

The nursery actively promotes inclusion by welcoming all families, helping new children to settle by learning key words in their first language and offering additional support where appropriate. They help children learn about the world they live in through celebrating festivals from a variety of cultures and religions. Parents are welcomed into the nursery to share their knowledge and expertise relating to the stories and traditions associated with the festivals. This further supports children's growing understanding of diversity. The nursery is well equipped with fun and exciting resources to support children's development in all areas of learning. The rooms are bright, clean and provide suitable play space. Staff are effectively deployed around the building, in order to monitor children's safety and support their learning.

Staff establish highly effective partnerships with parents and carers. The routine exchange of information between them means all parties keep up to date with every aspect of children's achievement, well-being and development. Parents become involved in their child's learning and development, through initiatives such as 'Grow your own'. This involves growing vegetables together at home and reinforces the importance and benefits of healthy eating. The views of parents are actively sought by using questionnaires. As a result of comments made on the forms, staff now ensure that parents are familiar with the layout of the nursery and where to find things, such as their child's art work. In addition, 'Parent partnership' groups are currently being set up, to further gauge their views and to offer support to new parents. During the inspection, several parents stated how happy they are with the nursery. They feel that the good security of the building means that their children are safe. They also commented that the good level of

communication with their child's key person helps them keep in touch with their child's developmental progress.

Staff also establish effective links with all external agencies or services engaged in supporting the individual needs of the children attending. Communication takes place on a regular basis in order to share all relevant information. These partnerships make a strong contribution to children's ongoing achievement and well-being.

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

Children thrive and become active and curious learners within the welcoming and interesting learning environment. Observations of the children as they play enable staff to assess their stage of development in each area of learning. They use this information to plan activities that interest the children and promote their progress. Children have plenty of opportunities to learn the skills they need for the future. Older children have great fun playing the 'silly soup' game. They select an object to add to the 'soup' and then relate the sounds that make up the word. Story books are readily accessible in each room, along with a wide variety of mark-making equipment to foster communication, language and literacy. In addition, staff encourage older children to recall past events, in order to develop thinking and extend vocabulary. However, some staff are less skilled in taking advantage of opportunities to promote language and communication in younger children. Children practise numeracy and problem solving by stacking blocks and making puzzles. Using the computer and other programmable toys enables them to develop the skills they need to operate information and communication technology. Another favourite activity is examining mini-beasts through magnifying glasses. This helps them learn about the natural world.

The large and well-equipped nursery grounds enable children to benefit from lots of physical exercise outdoors. The large, well-used climbing frame and other garden apparatus encourage children to be active. They thoroughly enjoy donning wet weather clothing and splashing around in the puddles. Children also benefit from physical exercise indoors. Each morning they participate in a 'wake and shake' session. They sing as they stretch and move around to invigorate themselves. Children learn the importance of adopting a good personal hygiene routine and explain why hands need washing before eating. The nursery supplies food that takes account of children's individual dietary needs and is cooked on the premises. A professional chef compiles menus designed to provide healthy and nutritious meals. Children enjoy the meals and have plenty to eat. However, the lunch time routine in the room used by the older children, means that some children have to wait a long time to be served by staff. This tends to create a noisy and unsettled atmosphere, which is not conducive to a social occasion.

The warm and purposeful interaction with staff ensures that children's emotional

well-being is well nurtured. Staff apply clear, consistent boundaries; consequently, children's behaviour is generally good. Children display a strong sense of belonging, because they know what is expected of them. They play cooperatively together or contentedly by themselves. Children are very confident and competent in communicating their thoughts and approaching staff to express their wishes. This shows that children feel safe and secure within the nursery.

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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