

# Busy Bees Day Nursery at Thames Ditton

Inspection report for early years provision

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<b>Inspection date</b>	06/06/2012
<b>Inspector</b>	Helen Penticost

<b>Setting address</b>	Mercer Close, Thames Ditton, Surrey, KT7 0BS
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<b>Telephone number</b>	0208 3989491
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**Email**

<b>Type of setting</b>	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 Day Nursery at Thames Ditton opened in 1999 and was re-registered in 2011. It is one of the nurseries run by Busy Bees Day Nurseries Limited. The nursery operates from several rooms within purpose-built premises. All children share the outdoor play areas. It is located in the Thames Ditton area of Surrey and the premises are within easy reach of a rail station and local bus routes.

The nursery is registered on the Early Years Register. A maximum of 89 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm all year round. There are currently 104 children on roll. The nursery provides free early education for children aged three and four years. Children may attend for a variety of sessions. The nursery supports children with special educational need and/or disabilities and children that speak English as an additional language.

The nursery employs 27 staff; 17 of the staff, including the manager, hold appropriate early years qualifications. Three are working towards a qualification and three are working towards a next level qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are making very good progress overall in all areas of their development as staff have a very well-developed understanding of their individual needs. The nursery provides an extremely warm and highly inclusive environment where children are exceptionally secure and happy. Partnership with parents and associations with other early years professionals are exceptionally well established which fully supports the individual needs of children. Self-evaluation is highly effective and successfully maintains exemplary practice.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- supporting children's growing independence further, with particular regard to consistently and clearly labelling resources.

## **The effectiveness of leadership and management of the early years provision**

The nursery places an exceptionally strong emphasis on children's safety. Staff are fully secure in their knowledge and understanding of safeguarding children, which is supported through their regular attendance at child protection training. The nursery has highly robust recruitment and vetting procedures in place and provides a highly effective and supportive personalised training programme for all staff. Staff complete extremely detailed risk assessments and highly effective safety measures are in place to maintain children's safety. For example, a new key fob entry system has been installed. The management team has an exceptionally clear vision for the continuing development of the nursery. Many improvements have been made to improve outcomes for children. For example, both the garden and the interior of the building have been re-designed to provide stimulating learning environments. Staff, parents and children have continuous opportunities to take part in the evaluation of the nursery. Their responses are always fully evaluated and used effectively to inform the nursery's plans for the future.

Children benefit from an extremely bright and airy environment where examples of their work, photographs and posters are displayed. Resources are plentiful and staff generally organise these very well to make them easily accessible for children. However, they do not consistently label resource boxes with words and pictures to help children make independent choices about their play. Staff are very well-deployed and they skilfully monitor the flow of children from indoors to outside. This means that there are always high levels of adult support wherever children choose to play. Children learn about diversity and differences through an extensive range of activities. For example, they use multicultural resources and celebrate festivals from around the world. They immerse themselves in activities such as trying to eat noodles with chopsticks and building a very colourful Chinese dragon from cardboard boxes. First-hand experiences like these fully enhance children's knowledge, sense of belonging, self-esteem and confidence.

Staff successfully implement exceptional systems to support children with special educational needs and/or disabilities and those for whom English is an additional language. Children that attend more than one setting are provided with excellent continuity of care and learning because staff share key information with other providers and local feeder schools. The highest emphasis is placed on partnership with parents. They receive an abundance of information about the setting and regular newsletters and memos keep them fully informed of events, newly introduced clubs, such as French and Spanish, and other relevant information. The nursery has parent representatives who are very supportive and organise events, such as a woodland walk. Staff implement very clear settling-in arrangements. These are agreed with parents on an individual basis to support each child and to enable them to feel confident and secure. Parents are extremely happy with the staffing team and nursery as a whole.

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

Children flourish and thrive because staff are highly enthusiastic and demonstrate an exceptional knowledge of the Early Years Foundation Stage framework. As a result children develop excellent skills for the future. Staff provide a bright, safe, stimulating, child-friendly environment where children can follow their own interests and desires. They use very well established systems for assessing children's individual progress and the arrangements for gathering information about children's starting points are fully secure. They use this information to draw up individual planning for each child which is then fully evaluated to check that they have achieved the next steps in their learning. Parents fully contribute to their child's learning journey by sending in photographs of special people and by passing on 'WOW' moments and observations completed at home.

Children are extremely secure in their surroundings, demonstrate that they feel safe and are very aware of their daily routines. Throughout the nursery, babies and children approach staff for cuddles and reassurance and staff happily provide ample time to fully nurture each child. Children are all encouraged to show great kindness and consideration to each other. When children move on to school an exciting graduation ceremony takes place and children wear a cap and gown and receive a personalised certificate. This is only one of the countless events and occasions celebrated at the nursery. Children's behaviour is excellent. They are enthusiastically praised for all of their efforts and achievements and their input is fully valued. For example, staff do 'high fives' with the children and fully promote positive behaviour. Babies become very animated as they bounce up and down and clap along to the beat of the nursery rhymes and songs being sung by the staff. They are actively curious and use their senses to discover colours and textures as they investigate the very wide range of resources set out in treasure baskets. Children thoroughly enjoy group story times which staff make extremely stimulating, fun and exciting. Older children use their listening skills as they take part in sound walks to discover the noises that they can hear in the garden and also listen to the sounds of the seashells. Babies and children access an extensive range of information and communication technology. For example, children use an interactive white board with great confidence and skill, use a light box to explore x-rays and use a voice recording book where they describe the pictures that they have drawn.

Children use thought-provoking equipment, such as complex water tray in the garden, which encourages them to problem solve. They open taps to let the water flow down into the next level and then use the pump in the top tier to draw the water back up. They learn about mathematical concepts such as symmetry, volume and measure as they create beautifully colourful butterfly paintings and undertake cooking activities. They participate in countless experiments such as placing bowls of water in the garden overnight in winter. They then watch what happens when the ice is brought indoors. Babies and children thoroughly enjoy exploring their new garden surroundings. Children are supported to take risks in very safe surroundings, for example, they step from one tree stump to another and jump off under the direct supervision from staff. They create their own

physical play experiences such as seeing who can roll down the gently sloping hill the fastest. Babies create masterpieces as they use chunky brushes to paint pictures. They have countless opportunities to explore different materials, such as using their hands to make prints. Children develop independence as they serve themselves and pour their own drinks at snack time. They learn about healthy eating as they relish eating the nutritious meals that are prepared on site. They fully understand the importance of good hygiene. Older children wash their hands thoroughly before eating and younger children use wet wipes.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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