

Busy Bees Day Nursery at London Excel

Inspection report for early years provision

Unique reference number	EY222547
Inspection date	20/06/2012
Inspector	Lorraine Sparey

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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*.

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Description of the setting

Busy Bees Day Nursery at London Excel registered in 2002 and is part of a nursery chain ran by Busy Bees Ltd. It is a purpose-built nursery situated in the surrounding area of the Excel exhibition centre. It operates from four separate children's areas and each age group has their own enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 107 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm all year round. There are currently 119 children on roll aged from birth to the end of the early years age range. The nursery receives nursery education funding for children aged three and four years. It supports children with special educational needs and/or disabilities and those who are learning to speak English as an additional language. The nursery employs 32 staff, 28 of whom have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are motivated and keen to learn in the inclusive and stimulating environment. They participate in a wide range of activities and play opportunities tailored to their individual needs. Consequently, they generally make good progress in all areas of their learning and development. Overall, children's health, safety and well-being are well supported. However, not all the required documentation is completed to support their health. The management involves parents, children and staff in decision making through a variety of effective methods. The nursery is well placed to make continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of all accidents sustained by children. 25/06/2012
(Safeguarding and welfare)

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

- review practices to support children's hygiene and independence, for example, by encouraging them to wipe their nose.

The effectiveness of leadership and management of the early years provision

Management and staff demonstrate a clear knowledge and understanding of safeguarding children. All staff have attended training and are able to describe the procedures to follow in the event of a concern. These are in line with the company policy on safeguarding. Detailed and thorough risk assessments are completed throughout the nursery and for any outings. Rigorous and robust recruitment and vetting procedures help ensure staff are suitable for their roles and responsibilities in the nursery. Consequently, children have their individual needs met by qualified staff in a safe and secure environment. Required documentation is in place but accident records are not always completed, which is a breach of a legal requirement.

Management implements a wide variety of systems to monitor and evaluate the nursery, for example, carrying out individual room assessments. Parents are included through questionnaires and staff support children to share their views. Staff attend regular meetings to share their ideas for improvements. Regular visits from head office provide opportunities for staff and management to critically evaluate all aspects of the provision.

There are many good quality resources throughout the nursery. These include a large wall-mounted, interactive board and a well-resourced sensory room. Staff make good use of all the rooms in the nursery and the outdoor areas to create different play and learning opportunities. Generally staff provide good levels of support and interact well with children. There is a wide range of resources providing positive images of many aspects of our diverse society. These, along with well-planned activities, give children the opportunity to learn to respect and value others.

Staff have a positive relationship with parents and carers. There are many opportunities for parents to be involved in their child's learning and nursery life. Parents report that staff communicate well through informal discussion, daily diaries, e-mails and a new text service. Parents state that their children are happy and involved in a wide variety of play and learning opportunities. They report they are pleased with their children's progress. Staff develop a good relationship with other early years professionals, enabling children to be well supported and fulfil their potential.

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

Children clearly enjoy their time in the nursery. They are keen to come in and quickly engage in a wide variety of activities. Staff are welcoming to both the children and their parents, helping a smooth transition from home to nursery. Children develop a warm and trusting relationship with their key person and other

staff members. They are keen to show a visiting adult how they can build a large house using new construction materials.. Later, with support from staff, several children excitedly build a large aeroplane. Children's imagination is encouraged as staff ask questions about what they need for their aeroplane. Children extend the activity by finding different materials, such as guttering to build the wings. This enhances their problem solving skills. Babies and toddlers thoroughly enjoy playing with various animals and boats at the water tray. A member of staff supports their language development by talking about what they are doing. Others enjoy playing in the garden with the compost and finding toy animals buried inside. Children throughout the nursery enjoy listening to stories in small groups and using puppets to act these out. All children thoroughly enjoy and are keen to participate in an African drumming session. They experiment with the different drums and the drummer makes the session lively. Consequently, children are developing good skills for their future learning.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage framework and how young children learn and develop. All staff are encouraged to complete observations and each child's key person is responsible for updating their learning journey. Parents are encouraged to share how their child is progressing at home. All this information is used to plan the next steps in children's individual learning and development. Each child has their own individual play plan. Children with additional needs also have an individual educational learning plan to enable staff to support them in particular areas.

Children learn about healthy lifestyles. They have plenty of opportunities to exercise and play in the fresh air. They participate in 'wake and shake' sessions where they actively move their bodies. In addition, children can play football with a qualified coach to develop their skills and coordination. Children follow generally good hygiene routines throughout the nursery. However, occasionally staff do not fully support children's independence, for example, when cleaning children's noses. Children benefit from healthy and nutritious snacks and meals throughout the day. Staff sit with the children making it a social occasion. Children learn about safety and staff are positive role models. They are encouraged to follow simple rules, for example, waiting their turn before going down the slide. Children's behaviour is good throughout the nursery. They are encouraged to be polite and benefit from staff being consistent in their approach to managing behaviour. Children show kindness towards others from an early age and quickly learn to share.

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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