

Busy Bees Day Nursery at Heathrow

Inspection report for early years provision

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Inspector	Katie Dempster
Setting address	4 Ironbridge Road, Stockley Park, Uxbridge, Middlesex, UB11 1BF
Telephone number	0208 573 5723
Email	
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 registered in 2004 and it is run by Busy Bees, a private provider. It operates from a single-storey, purpose-built building in Stockley Park, in the London Borough of Hillingdon. There is access to eight separate areas, divided according to children's ages. There is also a large, outdoor, play area. The nursery provides a service for children from the local and wider community. It is open each weekday from 7.30am to 6pm, except bank holidays.

The nursery is registered on the Early Years Register. It is registered to care for 100 children in the early years age range and there are currently 103 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs (SEN) and/or disabilities and children who speak English as an additional language. The nursery employs 35 member of staff. The majority of these hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and have fun in the child-centred and well-organised nursery where staff meet their needs well. Staff use information gained through observations, and from parents, extremely well to fully inform individual plans for children. This results in children making rapid gains in their learning. In the main, children gain a good understanding about safety and, overall, teaching methods are of high quality across the nursery. Staff use various tools to promote regular and effective practice evaluation which drives the whole staff team to make good continuous improvement. Partnerships with parents are exceptionally well established through the wealth of information provided and the excellent two-way flow of communication in place. Inclusion is at the heart of setting, fully reflecting children and families attending.

What steps need to be taken to improve provision further?

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

- extend for children of all ages the opportunity to understand and become aware of risks and to consider their own and others' safety
- develop consistency in staff's teaching methods in the use of open questions to support and extend children's thinking.

The effectiveness of leadership and management of the early years provision

Thorough systems are in place to safeguard children. Staff at all levels have a firm understanding of child protection procedures and know how to implement these to protect children. The manager takes lead responsibility for coordinating investigations of child protection concerns and has received updated training to support her in this role. Staff are subject to Criminal Records Bureau checks and firm systems are in place to check staff are suitable to work with children. Fire evacuation procedures are on display and children regularly take part in fire drills. The setting uses a comprehensive database system to manage the risks within the setting. The system provides tools to accurately capture, collate and report on potential risks in and around the setting. Furthermore, staff carry out daily, visual, risk assessments to support the ongoing safety of children.

Management and the staff team work particularly well together, creating strong leadership and management. Systems from the company head office are well implemented and supported by staff. As a result, the day runs smoothly for children. Various systems are in place to monitor the quality of the provision. These include spot checks from company management, quality audits and staff self-evaluation, improvement plans. This demonstrates that the self-evaluation process is active at all levels, bringing about continuous improvement of the provision.

Engagement with parents is superb. Parents are celebrated as their child's first educator. They are very much encouraged to share what they know about their children to maintain consistency and relevant learning for them. Parents complete home observations, with guidance on how observations should be made. Using this valuable information from parents, staff are able to plan very accurately and highly effectively for children's learning and development. Furthermore, parents are made to feel very much a part of the nursery. Staff accomplish this through the many social events hosted. For example, on a recent father's day, fathers came in, enjoyed breakfast with their children and gained an insight into their day at nursery.

Partnerships with other professionals are firmly in place. The nursery has experience in working with others to meet the needs of children, for example, local authority SEN coordinator advisors and local schools. This is most effective for those children attending with additional needs. Staff efficiently liaise with professionals involved in the care of these children and key workers confidently implement the jointly devised, development plans.

Resources are exceptionally well deployed to create an inclusive and child-friendly environment where children can self-select and access activities and equipment with ease. The learning environment is carefully created to fully reflect the diversity of children and their families. Children extensively learn about the world around them and the different faiths and cultures through resources, discussions and planned activities.

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

Staff have a strong understanding of the Early Years Foundation Stage and implement it extremely well. Staff use children's known interests and suggestions from parents to make future plans, meaning both children and parents play a dynamic role in their learning. Staff also make excellent use of information gained from observations to track and identify children's next steps. This results in children making significant gains in their learning. Children benefit from the highly successful teaching methods and excellently framed questioning from staff to encourage their communication skills. However, this is not always consistent across the whole setting. Children are content and display strong feelings of security. The environment is wonderfully engaging. There is a wealth of interesting resources for children to explore and many posters, images and displays of children's work presented around the room. Staff are enthusiastic, animated and spend quality time with children. During a 'wake and shake' session, staff jump around, acting out parts of the song, much to children's delight. In the garden, staff play a copying game; children squeal with laughter as they copy staff being animals and doing funny actions.

The baby area is excellently set up to stimulate and encourage their developing senses. A large black and white display corner encourages babies' awareness of contrast and stimulates vision. Staff provide different textures, bold geometrical designs and patterns for children to explore. They also use a large range of interesting toys and resources to excite and engage babies from a young age. Older children are equally stimulated. They engage in scientific experiments, such as with static electricity and evaporating water. These activities fully support children's knowledge and understanding of the world. All children have access to mark making, indoors and outdoors, as well as cosy, book corners to encourage early interest in books and reading. Children access many resources to fully support their mathematical development through everyday play, for example, telephones, calculators, and bead mazes.

Children highly enjoy using their creative skills and imagination. They play with dolls, carefully and gently brushing their hair, happily chatting to their peers, and staff members join their play. They develop very close relationships with one another, finding friends with whom they spend much time. Children behaviour is excellent. They play harmoniously together and listen to instructions from staff, who act as very good role models. These behaviours are a result of highly fostered personal, social and emotional development.

Children well learn about adopting healthy lifestyles. They learn about important hygiene procedures, such as hand washing. At snack and meal times, they talk about the effects of healthy eating. Children take part in regular opportunities to develop their physical skills. They freely choose to play in the very well equipped outdoor area where they have access to climbing equipment, wheeled toys and many other resources.

Pre-schoolers, though not younger children, have ownership of their own safety. They enjoy completing their own risk assessments where pictures indicate areas they must check. This gives staff a good opportunity to talk about safety.

Outdoors, all children have access to a construction area which includes construction safety signs and other safety related resources. Children also learn

about those that help us. The local fire and police services talk to the children about their role in the community.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	1
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	1
The extent to which children develop skills for the future	1

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