

Busy Bees Day Nursery at Cheam

Inspection report for early years provision

Unique reference number	EY241497
Inspection date	02/07/2012
Inspector	Chris Mackinnon

Setting address	261 Malden Road, Cheam, Sutton, Surrey, SM3 8ET
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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 Day Nursery registered in 2002 and operates from a purpose built, two storey building in Cheam in the London Borough of Sutton. Children have access to two secure enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6.00pm all year.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 88 children may attend at any one time. There are currently 148 children on roll, all of whom are in the early years age group. The nursery receives funding for free early education for children aged two, three and four years old. The nursery supports children with special educational needs and/or disabilities, and also children who speak English as an additional language. There is a staff team of 29 members, of whom 26 have level three training. Four staff have early years degree qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides exceptionally good quality childcare and maintains consistently high standards. It has a dedicated staff team, who demonstrate a thorough knowledge of individual children's care and learning needs. The nursery provides a rich and varied range of planned activities, within a highly stimulating and evolving play environment. The organisation of the setting's learning programme is exemplary and children make excellent progress with their learning. Staff work in a highly effective way to engage with parents, and maintain close partnerships with other settings. Excellent use is made of reflective practice and self-evaluation to successfully promote continuous improvement.

What steps need to be taken to improve provision further?

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

- enhancing opportunities for children to join things together and investigate construction materials, with particular regard to providing more assembly and construction resources in the outdoor area.

The effectiveness of leadership and management of the early years provision

The management of the nursery is highly professional. The manager and deputy are fully supported by the Busy Bees organisation. They receive a wide range of in-house training and staff support services. Safeguarding children is given the highest priority. The promotion of safeguarding is highly consistent within the nursery, with a rolling programme in place to keep all staff's knowledge of child protection current. There are robust recruitment and vetting procedures to help ensure staff suitability. The premises are extremely safe and secure with extensive risk assessments completed by staff on a frequent basis.

The nursery has excellent systems in place to identify areas for development. As part of the nursery's highly effective self-evaluation process all staff have regular weekly access to a training mentor to identify their development needs. Senior staff also produce detailed self-evaluation documents. To add to this, each room team has their own improvement book, which they use in a highly effective way to develop practice and respond to input from parents. As a result the nursery demonstrates an excellent drive for improvement.

The nursery provides an extensive range of resources. Children benefit from well-prepared play environments for each age group. All the rooms have different learning zones, play places and cosy soft play areas where children can choose to play. Babies enjoy using a particularly excellent 'black and white' area. This has many black and white patterns and images to promote children's visual stimulation. Overall, the nursery provides an excellent range of outdoor play resources. However, the provision of more resources to allow children to explore construction outdoors remains an area for further development.

Staff promote equality and diversity extremely well. Key staff are highly competent in supporting individual children to settle in and make excellent progress from their established starting points. Staff use small group activities to provide individual children with well-focused learning tasks and challenges. Children learn fully about the wider world. They listen to music from around the world and learn words from other languages. An excellent range of resources and visual displays also help children to learn about differences. They find out about different cultural festivals as part of the planned play programme.

The nursery works in highly effective partnership with other settings. Several children also attend local pre-schools and staff share relevant information with these to promote a truly shared approach to children's care and learning. Key staff make shared visits to other settings with parents and the nursery has established close support links with several local schools to enable a smooth transition process.

Parents are fully engaged with the nursery and staff see parents as essential partners in developing children's learning. Parents complete frequent questionnaires and complete written 'room enquiry responses'. This involves them fully in evaluating the provision. The staff actively respond to parents' suggestions as shown by the 'you said and we did' display. Parents attend formal meetings with

their children's key staff who support them fully to develop their children's learning at home. Parents are very happy with the nursery. They say that they know their children are happy and compliment staff on the quality of their care and support.

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

Children benefit greatly from the nursery's excellent systems for observation and assessment. Their achievement is closely monitored and their progress towards the early learning goals tracked highly effectively. Planning is extremely effective. The content of children's activities is overseen by a learning and development officer. This officer works closely with staff to tailor planning to individual children's learning needs. Children's interests are also used fully to inform activities and play themes. For example, a favourite story about a shark is extended to provide an exciting 'under the sea' project.

Children develop excellent skills for future learning. They use language in a highly confident way. For example, children under the age of two years show excellent developing vocal skills and can say words like 'car' and 'dog'. Children use an extensive range of books throughout the nursery and have frequent play experiences where mark making is encouraged. Through frequent story times, children make strong and significant links with words and learn how they carry meaning. Children are skilled at problem solving, and explore and investigate confidently. They manipulate resources effectively and develop complex physical skills, using tactile materials, activity toys and technology play resources. They confidently operate computers, which they use in a highly effective way to learn about numbers, shapes and sizes. They also learn about measuring and distances, with planned projects about the planets and solar system, for example.

Children develop an excellent knowledge and understanding of the world. They enjoy stories where they learn about animals and enjoy copying the sounds they make. They have the benefit of a garden area outdoors, where they learn about plants and growing. They enjoy an extensive range of creative activities. For example, they relish playing with sand and exploring the properties of materials like shredded paper. They share their ideas easily with others and invent their own games, such as playing hospitals and going on pretend shopping trips.

Children's understanding of healthy lifestyles is supported extremely well. They learn to make healthy choices as they enjoy freshly prepared, nutritious meals and snacks. They also learn about good hygiene practice through hand washing prompts, daily routines and visual displays which promote independence. Children have plentiful opportunities to develop their physical skills. They relish playing outside where they learn skills such as balancing and use the large slide and climbing frame.

Children are consistently helped to feel safe and benefit from high levels of supervision. For example, children enjoy extended time with their key persons which builds their confidence and enables them to make secure relationships.

Children also have excellent support for learning about safety. For example, they make their own risk assessments which helps them to identify hazards.

Children's understanding of emotions and how to communicate feelings is supported extremely well. There are prominent 'feelings' displays in all rooms, which provide highly effective support for children learning to relate with others. Children's behaviour is exemplary. They respect others, share and take turns. They eagerly engage with their peers and staff and build strong relationships.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met