

Busy Bees Day Nursery at Wandsworth

Inspection report for early years provision

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Inspector

Lisa Toole

Setting address

Dolphin House, Riverside West, Smugglers Way,
Wandsworth, London, SW18 1DE

Telephone number

0208 8771 135

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*.

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 at Wandsworth registered in 2001. It is one of many nurseries managed by Busy Bees Childcare Limited. The nursery operates from the ground floor of a block of residential flats in the London Borough of Wandsworth. The premises include five play areas, a communal play space and an outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 99 children under eight years may attend at any one time and these may all be in the early years age range. There are currently 93 children from six months to five years on roll. The nursery provides free early education for children aged three and four years. Staff provide support to children who learn English as an additional language and children with special educational needs and/or disabilities.

The nursery opens on weekdays all year round, with the exception of public holidays, from 7.30am to 6pm. The nursery employs 18 staff; 10 of whom hold appropriate qualifications at level 2, 3 and 4. One member of staff has attained Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning, given their starting capabilities and individual needs. Good safeguarding measures and effective strategies and procedures help to safeguard children. Partnership working with parents and others in the wider context is satisfactory. This is an area for improvement, along with the organisation of the day. The nursery recognises each child as unique and promotes equal opportunities to a satisfactory standard. The nursery is strongly driving continuous improvement, including through accurate identification of priorities for development.

What steps need to be taken to improve provision further?

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

- review the organisation of the day, including lunchtimes for the oldest children and the use of the outdoor environment to support the youngest children's play and exploration
- increase opportunities for play and learning that acknowledge children's particular cultural backgrounds, languages they speak and their ethnicity to help them learn more about equality and diversity

- develop communication and partnerships with parents and other childcare providers to support continuity of care and to enhance outcomes for children.

The effectiveness of leadership and management of the early years provision

Effective strategies and procedures are in place to help safeguard children. These include a good range of policies and procedures, risk assessments and close supervision of the children. Staff appropriately maintain all mandatory documentation, including the medication and accident records. This contributes to their good safeguarding measures. Robust recruitment, vetting and induction procedures mean that only suitable adults care for the children. The strong leadership and management of the nursery helps to make sure children feel safe, comfortable and enjoy good levels of care.

The physical environment is mostly well organised, with a good range of resources which children can freely access. The garden is a stimulating play area for all of the children, enabling them to get plenty of fresh air and physical challenge and exercise. At times, however, the outdoor area appears overwhelming for some of the youngest children, resulting in them becoming a little unsettled. Key persons soothe them with cuddles and good support, using fun activities, such as water play, as a good distraction. The organisation and use of the outdoor environment is an area for further development, which the nursery has already recognised themselves.

Accurate self-evaluation and the identification of priorities for improvement are driving the nursery forward. The nursery management fully recognise the need to enhance the promotion of equality and diversity and their partnership working. They are beginning to do this by considering how they support children's spoken languages other than English and reflect differences in society. A good key person system enables each child to feel safe, included and valued as a unique individual. New photograph albums and boxes, along with displays of children and their families, help promote children's understanding of diversity. These also enable children to feel a stronger sense of belonging. The nursery staff team identify priorities for further improvement through evaluation of their practice and seeking the views of the parents. They have created 'a fix-it station' to show parents what they have done to act on their feedback and suggestions. Staff have also created 'see the difference-experience the difference' folders of improvements they have been making to the physical environment. These improvements are enhancing play experiences for children; for example, by offering more sensory play for babies and toddlers.

Parents receive regular feedback about their children's day and general learning and development. Recent staff changes have had an impact on the nursery's partnership working with parents, leaving some of them feeling unsettled about the nursery. The nursery management are improving this through clearer communication systems, such as regular emails, newsletters and by providing opportunities to meet with them. The nursery are aware of working collaboratively with other childcare settings children may attend, such as childminders. However,

they do not currently share information routinely about children's needs, current interests and stages of development. This has an impact on how well they support consistency and continuity of care.

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

Children are mostly able to develop a positive sense of who they are and of others because of the good quality care they receive. Staff treat every child with respect and they support them to build and develop positive relationships with each other. For example, when one child lies down indoors for a rest on a hot and sunny day another child sits down with him and begins gently rubbing his back, to comfort him. Children listen to what their friends have to say and play very well together as they negotiate and problem solve. For example, during the children's own risk assessment of the garden, one of the 'safety spies' explains to another child how to mark a 'kiss' on her risk assessment sheet. She explains that this is to show she has checked the garden gate is closed securely. Children are making good progress towards the early learning goals. Staff know their current interests and plan activities based on these to offer them stimulating and fun challenges. They monitor children's progress through effective observation and assessment, clearly identifying next steps for learning.

Outdoors, young children explore the growing areas to search for caterpillars, commenting on the different coloured ladybirds they spot on leaves. Staff extend their critical thinking by asking good questions, such as why are some of the leaves full of holes. Other children problem solve about how to construct on a large scale, using big plastic shapes to do so. Children are able to develop key skills for the future, such as communication, language and literacy through the successful promotion of story telling and singing. Children listen very attentively to stories, sit and look at books by themselves and join in song times during activities such as wake and shake. Staff support children's positive contribution satisfactorily, teaching them about respect and kindness. However, they enjoy fewer opportunities to celebrate different religious beliefs and cultures or speak their different languages.

Children learn about keeping healthy through plenty of physical exercise, as well as practising good hygiene. They regularly access their drinks of water and enjoy their food at snack and meal times. These times of day are generally good social occasions, when the children have the opportunity to chat and gain independence. However, at times, some of the oldest children have to sit and wait too long for their lunch. Children enjoy nutritious and varied meals, which are freshly prepared on-site. Children confidently learn to climb, balance, and take risk in a safe way from a young age. They show through their behaviour that they understand how to stay safe, such as when toddlers march around the room singing about the grand old Duke of York.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children develop skills for the future	2

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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