

# Busy Bees Day Nursery at Bristol, Portishead

Serbert Road, Gordano Gate, Portishead, BS20 7GF

<b>Inspection date</b>	19/09/2012
Previous inspection date	09/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## **The quality and standards of the early years provision**

### **This provision is good**

- The staff know children well. Children are happy, secure, actively involved in their own learning and settle well, forming good relationships.
- A broad and balanced range of experiences meet the developmental and learning needs of children; staff plan the activities well and observational assessment processes effectively identify children's next steps in development.
- Strong leadership and management, and thorough evaluative processes mean key strengths and areas for improvement receive high priority and result in improved outcomes for children.
- There is strong partnership with parents through the key person system. Key persons regularly share information and parents are fully involved in children's learning and development.

### **It is not yet outstanding because**

- Practitioners are not always consistent in supporting older children to manage their own basic hygiene and personal needs.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Two inspectors carried out the inspection.
- The inspectors observed activities in each of the rooms and the outside area.
- The inspectors held meetings with the manager.
- The inspectors looked at children's assessment and planning records.
- Inspectors checked the evidence of suitability and qualifications of practitioners working with children.
- The inspectors took account of the views of the local authority support worker spoken to on the day.
- The inspectors took account of the views of parents' views spoken to on the day.

## Inspector

Timothy Butcher

## Full Report

### Information about the setting

Busy Bees Day Nursery at Bristol, Portishead, is one of five nurseries in the South West region, which are part of the national chain Busy Bees Limited. The nursery was registered

in 2003. It is situated on the outskirts of Portishead, North Somerset. It operates from a single storey building, which comprises of seven playrooms, a kitchen, laundry, staff room, office and toilets. It is within easy commuting distance of the M5 motorway. There is also a fully enclosed garden for outside play. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It opens each weekday throughout the year, except for Bank Holidays, and operates from 7.30am to 6pm.

A maximum of 91 children may attend the nursery at any one time. The nursery employs 26 members of staff to work directly with the children. Of these, two members of staff hold level 6 qualifications in the early years, 12 members of staff hold level 3 qualifications and five members of staff hold level 2 qualifications. The nursery also employs two cooks and an administrator. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery receives funding for the provision of free early years education for children aged two, three and four years. There are currently 146 children on roll.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- Encourage older children to manage their own basic hygiene and personal needs more consistently by providing closer support at specific times, such as during free-flow activities.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in their learning and development because activities and learning opportunities closely meet the individual needs of children. Key persons establish warm and close relationships with children, creating security for babies and encouraging toddlers to explore their surroundings. Staff in each room, have a good understanding of how children learn and the setting's observation, assessment and planning processes are secure. The educational programmes comprehensively cover all the areas of learning.

Observations and photographs of children show of what they know and do, and assessment is routinely rigorous. Key persons plan from children's interests. They refer to Development Matters documentation to track children's progress and closely plan activities to take children to their next steps in development and to prepare older children for school. As a result, children have a broad range of activities they find of interest, these match their abilities and provide good challenge. Children are active and enthusiastic learners. They thoroughly enjoy easy access to resources in each of the rooms and the

free-flow activities in the well resourced outside areas. For example, they spontaneously count, measure capacity, and pour and fill at the water tray outside. They share resources and help each other explore gravity as they excitedly cascade water through guttering into the trough below.

Children make good progress in their communication and language. The staff encourage younger children to explore and imitate sound. They appropriately question toddlers during story time and this leads children to make connections and to exercise choice during rhyme time.

Staff are aware of the need for the two year check. The overall assessment processes are in place to support this and presently key persons undertake review summaries of children's progress for parents twice yearly. Older children enjoy the whole and small group opportunities to sing rhymes, have fun with sounds and alliteration, and make good progress in literacy skills.

Practitioners are skilled in enabling children whose starting points may be below others of their age to catch up or to meet expected levels of attainment. For example, key workers for children with speech delay work closely with parents and others to make sure that children receive the support they need. A key person models speech well, listens intently and encourages the child to sound out words, following the individual plan for that child.

Staff knowledgeably support those who learn English as an additional language, for example, they ask parents to provide words from their home language. They use familiar character books and visual prompts. Children quickly progress in their speech and language, as practitioners base learning on what is already familiar to children.

### **The contribution of the early years provision to the well-being of children**

Children at all levels form good relationships with adults and other children. This is seen in babies' responses to the warm interactions of staff and how young children seek out adults. Children learn to share and to take turns. Staff provide good role models, listening to children and valuing their uniqueness.

Children make good progress in their physical development as they have easy access to the outside area for much of the day. Each age group have access to a good range of high quality activities and equipment, thoughtfully and creatively presented, in separate areas of the garden. Children are very active and eagerly set themselves small physical challenges such as climbing safely to bang a beater against different materials above their hand height. They negotiate space and each other with increasing skill such as when using sit-on scooters. Babies do not have direct access to the outside but have good opportunities to be mobile and to explore the environment. Children in each room have easy to access named water bottles or cups and this promotes their independence.

Mealtimes are sociable occasions with healthy and nutritious snacks and meals, although sometimes the length of time older children sit is too long. Discussions and specific

activities encourage children to widen their tastes and to think about healthy options. Babies remain comfortable and content during nappy changing. Children are developing their independence skills well overall. Babies and young children are appropriately encouraged to use a spoon. Rising three children put their own hats on to go outside and ask for help to zip their jackets. Staff provide secure routines so that children learn to be independent in their self-care skills. For example older children routinely wash their hands and use the toilet when coming in from outside as a group. However, at times, staff inconsistently supervise individual older children who are well able to take themselves to the toilet. This does not fully support them to manage their own basic hygiene and personal needs and to be independent.

Transition arrangements, including introductory sessions for children moving between rooms, enable a smooth transfer. Consequently, children quickly settle and become confident in their new surroundings. The key person system works well as there is a good exchange of information with home and this closely meets the individual needs of babies and children. Staff sensitively support children to express themselves, exercise choice and to gain confidence.

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

The manager holds a secure overview of the provision and is effective in understanding and meeting the requirements of the Early Years Foundation Stage. Reflective practice takes place at every level. The manager is particularly good at motivating the staff and as a result, the whole team is working together to drive improvement. Recent developments have included major changes to the outside areas and refinements of the key person system. The manager and staff have a secure understanding of the learning and development requirements. The manager monitors the educational programmes, reviews planning documentation and holds regular supervision meetings. This results in a clear line of responsibility for the delivery of the educational programmes and supports the continuous professional development of staff.

Clear safeguarding procedures enable staff to have a secure awareness of how to protect children if they have a concern. They have a secure understanding of the policies, procedures, and other documentation, which successfully promotes children's welfare. Staff carry out risk assessments successfully and this enables them to minimise potential risks to children so that they are cared for in a safe and secure environment free from hazards. All staff are suitably vetted and secure staff induction procedures are in place.

The partnerships with parents and other childcare practitioners involved in providing care and support for children are well-established. Parents report very positively about the good general progress children make and the nursery and staff as a whole. Effective communication through the key person system, displays in rooms and summary review meetings enables good information sharing about children's progress. Parents are regularly encouraged to be involved in children's learning. For example, children have recently made 'chatter boxes' where they bring in special articles from home and share

their significance with the other children in the group. Their further involvement is also encouraged through such things as the parents' partnership group.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY252071
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	883664
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	91
<b>Number of children on roll</b>	146
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	09/01/2009
<b>Telephone number</b>	01275 847275

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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