

Busy Bees Day Nursery at Fallowfield

26 Wilbraham Road, Manchester, Lancashire, M14 6JX

Inspection date	19/10/2012
Previous inspection date	07/09/2009

The quality and standards of the early years provision	This inspection:	
	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

- A well-established key person system is in place to support the individual needs of the families and children they care for.
- Children are supported in their acquisition of language and communication. All children including those with English as an additional language and with special educational needs are progressing well given their starting points.
- There is a stimulating and well-resourced environment both indoors and outdoors, to support children's all-round development.
- Planning and assessment are monitored to make sure they are consistent, and display an accurate understanding of all the children's skills, abilities and progress.

It is not yet outstanding because

- Robust supervision and monitoring of staff is not yet fully implemented to support their ongoing professional development.
- Self-evaluation does not yet include the views of all parents and children in order to drive forward future improvement.

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.

Inspection activities

- The inspector observed activities in the four playrooms and the outdoor play areas.
- The inspector held meetings with the manager, deputy manager and the company childcare team representative.

The inspector looked at children's assessment records, planning documentation,
- individual education plans, evidence of the suitability of staff working with the children and other documentation.
- The inspector took into account the views of parents spoken to during the inspection and the provider's self-evaluation form.

Inspector

Shelley O'Brien

Full Report

Information about the setting

Busy Bees Day Nursery was registered in 1998 and is registered on the Early Years Register. It is situated in purpose built premises, within the grounds of Education First Language College in the Fallowfield area of Manchester. The nursery is one of a number of nurseries run by Busy Bees Limited. The nursery serves the local area and is accessible to all children. It operates from four rooms within the premises and there are two fully enclosed areas available for outdoor play.

The nursery employs 24 members of child care staff who work directly with the children, the manager is supernumerary at all times. Of these, 11 hold appropriate early years qualifications, four of whom are at level 4, five at level 3 and two at level 2. The nursery opens Monday to Friday from 7.30am to 6pm, all year round. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further staff supervision to ensure they are supported in professional development and to monitor their knowledge and understanding
- extend self evaluation to include the views of parents/carers and children to drive forward further improvements.

Inspection judgements

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

The educational programmes at the nursery provide interesting and challenging experiences across the seven areas of learning. These are clearly linked to robust observations and identified next steps for learning and development for individual children. All practitioners have attended training on the Statutory Requirements for the Early Years Foundation Stage and implement it well. This means that the children's individual needs are met because practitioners have a secure understanding of how to promote learning and development. Children's individual learning journeys are well maintained and contain information, such as starting points and tracking documents to support future plans.

Children are well supported in the acquisition of language and communication skills because practitioners listen perceptively to them and skilfully ask questions during tasks to improve learning. Children who have English as an additional language or have dual home languages are supported well. The nursery team work with the families to learn key words in a child's home language to support their engagement and learning experiences. Children's knowledge and understanding of the world around them is embraced at the nursery and parents are invited to celebrate a wide variety of festivals. Children are currently learning about Halloween, Eid and Diwali. Children also benefit from receiving

regular visits from a variety of people, such as the fire service and Olympic torch bearers, all of these support children's learning. Regular visits from the donkey sanctuary enable the children to care for their four adopted donkeys, promoting responsibility and understanding.

Practitioners provide a wide range of opportunities for children to use their emerging skills. An example of this is when children write and draw signs outside when playing on the bikes or when they count and match as they play independently with dominoes. Babies have fun and explore using their senses as they access the sand or treasure baskets full of boxes and bottles. Practitioners have a good understanding of when to sit back and observe children and when to become involved in their play. Children's creativity is supported well through good access to a range of role play equipment, story sacks, construction toys and craft materials. This is further supported by the opportunity to play in sand, water and play dough which is available in each room.

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

Relationships within the nursery are strong at all levels. A well-established key person system helps children to form secure attachments. As a result, children are happy and content at the nursery and show high levels of self-confidence. For example, they confidently introduce themselves to the inspector and talk about what they are doing, whilst younger babies crawl over to investigate. Practitioners are good role models; they speak to the children and each other with respect, modelling positive language. Children's behaviour at the setting is very good because practitioners use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Older children have devised their own nursery rules to ensure everyone is kind and considerate.

Children have lots of opportunities to develop physically. They enjoy challenging and stimulating outdoor areas that support the seven areas of learning. Younger children have fun with bubbles and thinking of different ways in which to pop them, singing 'if you are happy and you know it stamp your feet', whilst older children enjoy using the pump in the outdoor area, filling and emptying containers and splashing in the running water that filters to the sunken sand pit. A carefully planned indoor activity, such as 'wake up and shake up' and exercise dance sessions support the children's understanding of being healthy. Meal times are also used as an opportunity to promote understanding about a healthy body. Children are spoken to about healthy meal choices, and good routines, such as washing hands before meals to 'get rid of all those nasty germs'.

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

Arrangements for safeguarding children are strong and well-embedded because leaders and managers understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners know and understand their responsibilities within

safeguarding and have received safeguarding training. They follow robust policies and procedures to protect the children. A number of staff have a first aid qualification which means that they are able to respond to children's needs effectively. Planning and assessment are monitored and guided by a strong leadership team to ensure that they are based on a good understanding of how young children learn and develop. Regular team meetings ensure a consistent approach is applied. A strong special educational needs coordinator supports children with additional needs; their learning and development is supported by individual education plans created around their starting points.

Parents and carers are invited to join in activities and support the children's learning within the nursery. Strong links enable the parents to have input into their child's development and they are kept regularly informed of their progress through daily diaries and verbal feedback. A parent liaison group is being set up to allow parents to contribute and drive forward quality and change within the nursery. However, this is in its infancy, therefore its impact is not clear. A children's committee has also been created, to give the children a voice and seek their views on how to make the nursery a better place for all children. A good self-assessment and a reflective tool is used by the provider and management team. This sets clear goals for the nursery but does not yet include the views of the parent liaison group or the children's committee. The management team have clear systems in place for performance management of staff. Induction and appraisal are clear and support the personal development of each individual member of the nursery team. Individual supervisions and observations of staff are in the early stages of development. The action and recommendations from the previous inspection have all been addressed and had a positive impact on the provision.

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

Unique reference number	500166
Local authority	Manchester
Inspection number	819296
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	103
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	07/09/2009
Telephone number	0161 248 6816

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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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