

Busy Bees Nursery and Creche

65-69 Mortimer Road, HEREFORD, HR4 9SP

Inspection date

25/10/2012

Previous inspection date

09/02/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are keen to learn and make steady progress. Practitioners have a sound understanding of how to engage and capture children's interest. They recognise that children learn through play and provide a warm and welcoming environment where most resources are easily accessible and attractively displayed.
- Successful implementation of the key person system and the effective deployment of staff help to ensure that all children form secure emotional attachments.
- Parents are encouraged to share what they know about their child and become involved with their children's learning. Parents' views are valued and discussions with key persons keep them up to date with their child's progress
- Self-evaluation systems are developing to identify areas of improvement which will positively impact on all children.

It is not yet good because

- Systems for monitoring the nursery's educational programme have not been fully developed in all areas, particularly in relation to how assessment information is gathered and used to plan challenging purposeful play.
- Very young children have limited opportunities to experiment with sand, water and messy art materials.
- The pre-school room has yet to develop opportunities and resources for children to improve their understanding of shape, position and patterns.

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 each of the nursery's four rooms and carried out joint observations with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Tina Smith

Full Report

Information about the setting

Busy Bees Nursery and Creche is a limited company. It was registered in 2010 and operates from self-contained premises near to the centre of Hereford. The nursery serves the local area and is accessible to all children. Children have access to a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years

Register. There are currently 52 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems for assessment by developing the understanding of all practitioners of children's level of achievement, interests and learning styles so they can shape learning experiences for each child.

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

- ensure resources are freely available to allow very young children spontaneous opportunities for messy play, including sand and water
- develop ways in which the pre-school classroom can be resourced and used more effectively to give children further independent opportunities to improve their understanding of shape, position and patterns.

Inspection judgements

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

The staff have a suitable understanding of the Early Years Foundation Stage Framework and how to promote the learning and development of young children. Appropriate levels of support are provided to ensure children have opportunities to make steady progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been at the setting. The nursery plans to promote children's progress by providing resources which cover all seven areas of learning. Key persons complete daily plans for the children, however, these do not always link to the children's individual interests, learning styles or their developmental assessments. As a result, the educational programme offered does not always clearly link to children's individual needs and progress. The manager is aware that this is an area for development, and the children's assessment records and planning arrangements are in the process of being adapted. Staff in the pre-school provide children with a good variety of activities;

they stimulate children's interest and promote their communicational skills through engaging children in conversation, such as asking them to share their Halloween stories. Children quickly respond by talking about the decorations, including the miniature pumpkins, bats and the 'spooky spider's web'.

Children's physical development is encouraged both indoors and out. The honey bees group jump enthusiastically, and some nursery staff lead these activities with energy and enthusiasm. They make the activity more challenging by asking the children to hop using one foot and then another, and provide extra support for those children who need it. Children enjoy daily outdoor play in the small outdoor area, which has recently been refurbished. It contains a wooden pirate ship and playhouse where the children can engage in imaginary play, and a small sandpit and a see-saw. Children climb eagerly onto the see-saw and scream with delight as it goes around and up and down.

Most children are able to express their creativity through activities, such as painting, playing musical instruments and dressing up, and pre-school children show enthusiasm and motivation when there are opportunities for them to use paint and messy play materials. However, babies and very young children are not given enough opportunities to explore and play with messy materials, such as sand and water. Children visit their local allotment where they grow vegetables, harvest them and eat them. This promotes their understanding of the natural world. Children are gaining confidence in using numbers in their play and during rhymes and songs. However, the pre-school room has limited resources to fully support children's interest in how big or little things are, to compare quantities and objects and to problem solve. This hinders their progress in the area of mathematical development

Children learn about the world around them as they walk to the local park and other facilities. The setting is invited to attend various workshops at the children's centre which include soft play sessions and forest school activities. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for times of transition. For example, the setting invites the local reception teacher to visit to get to know the pre-school children in their own environment and to discuss with her children's progress records.

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

Successful implementation of the key person system and the effective deployment of staff ensure that all children form strong, secure emotional attachments. They show a sense of belonging within the setting and display good levels of confidence and self-esteem. Children are happy, secure and settled due to their effective settling-in policy and transition procedures. Parents are invited to stay and play until their child is secure and ready to be left and staff regularly complete transition records when a child moves rooms. Children in the pre-school group show good self-confidence and independence as they choose their own activities and resources. For example, they decide to use the role play corner for small cars and road mats. Babies settle well because practitioners are familiar to them and have a good knowledge of their individual likes, needs and routines. Babies develop secure attachment, seeking reassurance from practitioners when they move

around the room. Babies show curiosity as they play with developmentally appropriate resources, such as shape sorters and push-button toys.

Children form good friendships with others and play together cooperatively, learning to take turns, share and compromise. All staff are positive role models who give children clear guidance about what is expected. Consequently, children are well behaved, cooperative and feel safe and secure within the setting. Children learn about their own safety and well-being, for example, staff encourage them not to run as they go to wash their hands and to use the outdoor equipment correctly. Children bring their own drink bottles and packed lunch. The setting provides fruit for snacks, which the children enjoy. They encourage parents to provide healthy options and encourage the children to eat their sandwiches and fruit before crisps or chocolate biscuits. Children have a growing awareness of healthy foods and drinks, which is fostered by appropriate discussion with staff. For example, at snack time a child places pieces of fruit that have fallen onto the floor into the bin, discussing why this is important to stop germs spreading. Children are developing a good understanding of their own personal hygiene as they follow daily routines and are encouraged by the staff to be independent.

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

Those in charge have a satisfactory understanding of how to implement the requirements of the revised Early Years Foundation Stage. The manager and her deputy are responsible for the day-to-day running of the setting and the delivery of the educational programme. They work closely with the local authority and are committed to improving practice. Staff attend local authority quality assurance workshops to help improve their practice and some staff are improving their qualification levels. For example, the manager is in the process of completing a foundation degree in early years and intends to follow this by training towards gaining Early Years Professional Status. She takes clear steps to supervise and monitor her team, although this is not yet fully effective in identifying all weaknesses in practice.

Arrangements for safeguarding children within the provision are good. All staff have a secure knowledge and understanding of safeguarding issues and the procedures to follow should they have concerns about a child. The designated person and the staffing team have all undertaken child protection training, so their knowledge is secure. There are effective systems in place to show that staff are suitable to work with children. All staff who are employed are checked with regard to their experience, qualifications and suitability. The setting encourages professional development, encouraging staff to access training to develop their practice.

The setting uses daily diaries to enhance their communication with both parents and other carers, promoting continuity and coherence in children's care and progression. Newsletters keep parents informed of events taking place within the setting and also of any changes to practice. These include the recent changes to the requirements of the Early Years Foundation Stage. There are regular opportunities for parents to discuss their children's progress, including informal daily meetings with key persons and formal parents evenings.

Progress reports are issued termly throughout the setting. Staff have a sound understanding of the advantages of liaising with other professionals. This includes the impact these relationships have on their ability to meet children's individual needs and to fully encourage children's learning and development. Parents' remarks during the inspection show they are happy with the provision. For example, they make comments, such as 'my child doesn't want to go home' and 'My child is always happy and the staff are lovely'.

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	EY414908
Local authority	Herefordshire
Inspection number	879841
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	52
Name of provider	Busy Bees Nursery and Creche Limited
Date of previous inspection	09/02/2011
Telephone number	0143 226 5375

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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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