

Busy Bees Day Nursery at The QE Hospital

160 Metchley Lane, Birmingham, B15 2TX

Inspection date	29/10/2012
Previous inspection date	12/09/2011

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

- The nursery is spacious and welcoming to all children and parents. Children move around freely between rooms and access a wide range of good quality play equipment and resources.
- Children's language, communication and social skills are well supported by staff. They promote children's vocabulary well through a range of planned activities and constantly talking to children throughout the day.
- Children are confident communicators; they are curious and interested and ask questions to gain information.
- There are good procedures to support children who have food allergies. This includes a member of staff being present throughout snack and meals times to ensure that children do not accidentally eat food which is not appropriate for them.

It is not yet outstanding because

- Staff collect information on children's care routines, but do not extend this information to include their individual needs and interests, so that they can help children settle quickly into the nursery.
- Children are not able to freely access all parts of the outside play area, which means they are not able to fully explore and make the most of their outdoor learning.

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 children in all playrooms and outside in the garden.
- The inspector carried out joint observations with the manager.
The inspector looked at children's assessment records, planning documentation, risk assessment, accident records, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and read the nursery's self-evaluation.

Inspector

Kashma Patel

Full Report

Information about the setting

Busy Bees Day Nursery at The QE Hospital is one of 214 settings within a chain of nurseries owned by a limited company. It registered in 2007 and operates from eight rooms in purpose-built premises. The nursery serves hospital and university staff and the local community. It offers emergency care for parents who need this facility. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 7am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 164 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 38 members of childcare staff. Of these, one holds a level 6 qualification, 24 have a level 3, eight hold level 2 and five staff are unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- review and extend the information collected about children when they join the setting to include information about what children can do and their interests, and use this effectively to help them settle quickly
- extend children's free access to the second half of the outdoor area to enable them to explore and investigate the range of equipment and features available in the garden, and to further develop their understanding of the natural world.

Inspection judgements

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

Children make good progress overall. They enjoy a wide variety of learning activities which cover the seven areas of learning, and so benefit from their early years experience. Each key worker makes regular observations and tracks children's development to the appropriate age bands, and this ensures staff can effectively identify children's progress and plan the next steps in their learning. This is then used to plan future learning experiences based on their individual learning needs, interests and information from parents about what children have learned at home. All playrooms offer a wide range of toys, equipment and resources that add depth to children's experiences.

Children demonstrate good skills in listening and understanding as they follow instructions during activities. For example, staff place a range of items in a box which start with the letter 'S', adding more objects and letters to challenge and extend the thinking and learning of more able children. Children are able to name a variety of objects and also inform staff that the objects start with the same letters that are in their names. Staff

further extend the activity as they ask children to work as a team to find more objects which start with the letter 'S' to promote their social skills. Younger children develop their vocabulary as they listen and sing along to a range of songs and rhymes. They communicate well with staff as they make sounds, smile and babble when spoken to.

There are good procedures to support transitions within the nursery. For example, children visit the next age room with their key worker prior to moving, so that they can become familiar with the new people there, and so ease their transition from one room to another. Staff also help prepare children for school by providing activities to promote their independence. For example, at snack time children make choices of when they want to eat and how much. They put on t-shirts for their 'wake and stretch' exercise session, with a little support from staff, who then praise children for their efforts.

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

Children show a strong sense of belonging and are happy within the nursery. Staff are caring and sensitive, and collect good information about children's care routines. However, there is room to extend this information to include details about what children can already do and their particular interests or fascinations, so that staff can use this to help children settle quickly.

Children access the outdoor area, which is sectioned off in two main areas. They use the first half of the garden on a daily basis, developing their physical skills as they use a range of wheeled toys with skill and ease. However, the second half of the garden is not used as effectively, particularly in relation to supporting children's exploration and investigation of the natural world. For example, there is some very interesting equipment and features within this section of the garden, such as an outside classroom, playhouse and planting areas, although children do not always have frequent opportunities to make the most of these. Children enjoy and benefit from a daily 'get warm and fit' session which promotes their understanding of the importance of physical activity on their bodies. They listen and concentrate well to instructions from staff as they march, jump and stretch their arms. Children are further challenged as staff ask them to jump and clap at the same time.

Close interaction and a wide range of interesting play materials ensure children are fully engaged, kept well occupied and enjoy their learning. Staff use consistent, clear, positive messages and strategies to support children in learning how to manage different situations and this supports children in learning to behave well. Children learn about safety as they take part in regular fire drills and during daily exercise sessions. For example, children know they have to find a large space where they can move freely and safely so that they do not hurt each other. Children enjoy a variety of food and snacks, which are freshly prepared on the premises and planned to meet their individual dietary requirements. There are some very good procedures to support children with food allergies, and this minimises the risk of them accidentally eating food which is not appropriate for them.

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

The management team takes positive steps to safeguard children. Effective measures are in place for assessing suitability when appointing new staff. Both management and staff attend relevant safeguarding training, and procedures are revisited as part of staff training and meetings. Information on safeguarding routines is displayed and accessible to all staff to ensure they are aware of what to do and who to contact if they have concerns about children's safety and welfare.

Regular team and room meetings help staff develop their skills and expertise in supporting children. Staff development is a high priority in the nursery and an ongoing training programme is in place. The large company has an early years team which provides regular support and training for staff. Information gained from various training courses is shared during staff meetings, and this ensures all staff are updated and improve their knowledge.

There are effective partnerships with parents and other agencies, such as health and education services, which ensures individual children receive the support they need to promote their development. Parents receive daily verbal feedback and have access to children's learning journals, so that they are kept well informed of their children's progress. Parents' requests for more ideas of learning activities they can use at home with their children and more detailed information on their children's progress have been put in place and have further strengthened the partnership between home and the nursery. Parents recognise the good work of staff and make positive comments about the care their children receive.

The process for monitoring and evaluating the effectiveness of the nursery's practice takes into account the views of staff, children and their parents. An action plan is then developed to prioritise areas identified for improvement, such as staff training on the progress check for two-year-olds.

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	EY344321
Local authority	Birmingham
Inspection number	887995
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	133
Number of children on roll	164
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	12/09/2011
Telephone number	0121 428 4950

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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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