

AJJ'S Nurseries T/A Bizzie Bees

Rainbow Childcare, Hilton Avenue, DUNSTABLE, Bedfordshire, LU6 3QF

Inspection date

Previous inspection date

02/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
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

- Suitable priority is given to the prime areas of learning and children are developing the key skills needed for the next steps in their learning.
- Staff cheerfully join in with play and talk about what children are doing to extend children's understanding, communication and language.
- The key person system promotes secure attachments and promotes children's well-being. All children know the identity of their 'special person'.

It is not yet good because

- Children are not always offered a sufficiently challenging range of activities and play opportunities. Some baseline and tracking documents are not being kept up-to-date.
- There are missed opportunities at snack time and in behaviour management which do not consistently promote children's independence, positive behaviour and social skills.
- Self-evaluation is not fully effective because practice is not being monitored with sufficient rigour to secure continuous improvement.
- Fire evacuation drills and procedures are not sufficiently embedded to ensure that staff are clear about their roles and responsibilities in the event of an emergency situation.

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

- The inspector observed activities in the playrooms and in the garden. She spoke with staff and children.
- The inspector completed some joint observations of the nursery activities with the manager and they jointly discussed practice at appropriate times of the day.
The inspector looked at children's observation and assessment records, planning sheets, evidence of suitability of staff working in the nursery and some policies and other documentation.
- The inspector took account of the views of parents expressed as they delivered and collected children.

Inspector

Susan Marriott

Full Report

Information about the setting

Bizzie Bees Childcare was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of seven nurseries in Bedfordshire, owned by a private company. The premises comprise a self-contained

building on one side of an upper school in Dunstable, Bedfordshire. Children have access to three base rooms and toilet facilities. There is also an entrance hall, main kitchen, staff room and kitchen, office, milk kitchen, two staff toilets, a disabled toilet, a community room and a laundry. All children have access to a secure, enclosed outdoor play area.

The nursery offers 50 places and opens Monday to Friday, for 51 weeks of the year, excluding Bank Holidays and a week between Christmas and New Year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 18 children on roll, all of whom are within the early years age group. 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 educational needs and/or disabilities.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold qualifications at level 2.

What the setting needs to do to improve further

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

- maintain regular observation, assessment and tracking to understand children's levels of achievement, interest and learning styles and then to shape learning experiences for each child reflecting those observations.

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

- improve and monitor the educational programmes to ensure that they consistently have sufficient depth, breadth and challenge to meet the needs and the aptitudes of the children
- improve the effectiveness of self-evaluation to include rigorous monitoring of children's progress
- clarify the management of the fire drill records to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency.

Inspection judgements

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

Since the nursery transferred to new ownership, practice is improving, is generally sound and the children are safe and happy. Children are offered a suitable range of activities through the continuous provision to enable them to make satisfactory progress overall across all seven areas of learning and development. However, there are few children in attendance and members of staff tend to focus on involving themselves with child-led activities in preference to planning adult-led activities. This means that the older children are not always being challenged to be active learners who are creative and think critically. Nevertheless, children are making generally good progress in the prime areas and this ensures that children are developing the key skills needed for the next steps in their learning.

Staff are friendly and caring and enjoy their work with the children. They join in with play and interact to extend children's communication and language. Children benefit from the staff's involvement in the activities because they show an interest in what the children are doing. For example, staff ask questions to extend learning as children explore the properties of magnetic rods. They suggest that the children try to find what surfaces in the room will attract the rods and make them stick.

Staff encourage children to manage their own care needs appropriately but do not consistently challenge poor manners at snack time or promote children's growing independence as much as they can. For example, staff hand out the cups and plates and the crackers are already buttered by the cook, instead of encouraging the children to do this for themselves. Opportunities for discussing the recycling of food waste are missed as children clear their plates into the playroom bin in preference to the food waste bin provided on the trolley. The nursery garden provides plentiful opportunities for children to enjoy outdoor learning and develop their physical skills in the fresh air.

Children are purposefully occupied in activities based on the current theme of autumn and outings, chosen from the children's expressed interests. Basic mathematical skills are being developed at registration sessions, where children count the numbers present and recognise their name written on a coloured shape which is matched to their own 'special person'. However, levels of staff confidence and understanding of the learning and development requirements is variable across the nursery. As a result they do not deliver learning experiences which consistently sufficiently enthuse and excite children and foster their disposition to learn. This is more evident in the programmes for the specific areas of learning for the older children where there is not always sufficient challenge.

New systems have not been promptly implemented by all of the nursery staff. Varying levels of understanding are evident across the key persons involved. Consequently, the folders do not present an accurate picture of children's current levels of development. Observations and assessments are generally kept up-to-date but some baseline information and tracking information is not. This means that children are not always offered a sufficiently challenging range of activities and play opportunities to support them in making more than steady progress in their learning. Staff do not always identify children's achievements at a sufficiently high level when tracking their progress and some trackers are not completed at all. This means that activities are not always matched appropriately to children's needs.

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

Attractive and stimulating resources in the baby and younger children's rooms encourage them to explore and investigate their environment. Close and affectionate relationships with staff are evident as children respond with smiles and chuckles to the positive attention given by staff. Babies watch intently as staff sing to them and cuddle them. Children are encouraged to be mobile and the environment is designed to help them with plenty of low equipment.

Staff have a reasonable understanding of safety issues and give priority to children's safety. All areas used by the children are effectively checked and risk assessed. Staff check the identity of visitors to the nursery and mobile phones are not allowed in the rooms. Children are reminded about the safety rules in place. For example, they are reminded to use their 'walking feet' and their 'gentle hands'. However, despite much positive role modelling by the manager, staff do not consistently reinforce positive behaviours such as tidying up before the children go outside.

Children develop good self-care skills with young children learning to feed themselves and washing hands before meals. However, they are not always given clear messages to ensure that they develop an appreciation of healthy eating and the need for physical exercise. Snacks are served by the staff who do not use the opportunity to talk about the health benefits, such as eating apples. Although children are encouraged to pour their own drinks, there is scope to improve opportunities to draw the learning from the daily routine. Children are well-cared for and behave generally well, although sometimes staff fail to remind them to say 'please' and 'thank you'.

The key person system supports partnership working with parents, providing an identified staff member to be the main point of contact at the nursery. Parents are invited to contribute information about their child's learning at home and they are well-informed about their child's welfare. Staff form secure attachments with their key children and this promotes their well-being. Children generally play well together and are being prepared for future transitions.

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

Measures are in place to ensure children's welfare is safeguarded and they are protected from harm. There are clear recruitment, vetting and induction procedures to ensure that all staff are suitable to work with children. Staff are knowledgeable and well informed regarding nursery safeguarding practice. The daily implementation of the setting's practical policies supports the efficient running of a generally safe provision. These cover the use of cameras and mobile phones. Staff have a good understanding of their responsibilities towards safeguarding issues because they have all completed additional training. Safeguarding policies and procedures are very clear and in line with the Local Safeguarding Children Board procedures. The company uses a local procedures system which enables patterns of behaviour causing concern to be spotted and clear policies and procedures are in place.

All staff check the premises for hazards before the children arrive and there are sound risk assessments for the premises. The emergency evacuation plans are in place. Although staff and children undertake emergency evacuation drills, staff cannot find the relevant records and the frequency of the drills does not fully support the effective management of roles and responsibilities at such times. The staff have good systems to ensure that arrival and collection of all children is closely monitored and recorded. The premises are secure and the presence of visitors is monitored appropriately.

The nursery has devised systems to monitor and evaluate the provision, staff and children, such as monitoring children's assessment records, accident books to prevent incidents and undertakes regular appraisals with staff to discuss progress and identify training needs. However, the manager has not monitored new systems with sufficient rigour over time to ensure their effective implementation. Assessments do not display a precise and accurate understanding of children's abilities and progress. Monitoring of assessment is not sufficiently frequent or robust to identify all circumstances where interventions may be needed.

The nursery has identified parent partnership as an area for further improvement on its own action plan and is taking steps to develop the accessibility of the correct information for parents. Parents are able to share what they know about their child and become involved in their child's learning. The nursery actively seeks feedback about their views on the service and encourages them to comment via questionnaires and regular discussion and formal consultation meetings. The nursery works in partnership with other childcare providers and professionals to access appropriate support for children when necessary.

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
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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	EY447951
Local authority	Central Bedfordshire
Inspection number	800572
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	18
Name of provider	AJJ's Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	07790031394

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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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