

Busy Bees Day Nursery at Peterborough

Hampton Hargate Primary School, Hargate Way, Hampton Hargate, PETERBOROUGH, Cambridgeshire, PE7 8BZ

Inspection date	12/12/2012
Previous inspection date	30/09/2010

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	2
The contribution of the early years provision to the well-being of children	3	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

- Children's good health and their physical development is promoted well by numerous energetic activities, such as dancing and yoga.
- Staff encourage children to use their home languages and share their diverse backgrounds with others through the effective use of stories, music and dance.
- Positive relationships with parents and carers are well established. This contributes well to children's well-being and enables them to make good progress in their learning and development.
- Effective monitoring of the educational programme means children have enjoyable learning experiences that cover all the areas of learning.

It is not yet outstanding because

- Staff who do not routinely work with the children are not completely familiar with children's interests or learning preferences. This affects children's opportunities to extend their learning.
- Children's opportunities to extend their knowledge of numbers and shapes is not maximised because not all staff make consistent use of open questioning.

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 held meetings with the deputy and a representative of the senior management team.
- The inspector observed the children at play both indoors and outside.
- The inspector looked at documentation, such as the children's learning journals, planning documents, self-evaluation and evidence of staff training and suitability.
- The inspector took account of the views of several parents during the inspection.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Busy Bees Day Nursery at Peterborough is one of a large group of nurseries owned by Busy Bees PLC. It opened in 2002 and operates from purpose built premises situated within Hampton, south of Peterborough city centre. Group rooms are located across two floors. A lift provides access to the first floor. The nursery is open each week day from 7am to 7pm all year round with the exception of public holidays. There are two enclosed

outdoor play areas.

There are currently 143 children aged from birth to under five years on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 31 members of staff, including the manager, to work with the children. Of these, one holds Qualified Teacher Status, one holds a qualification at level 4, 14 members of staff have qualifications at level 3, one holds a qualification at level 2, three members of staff are working towards qualifications at level 3. The nursery employs bank staff. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance children's opportunities to develop their understanding of mathematics by encouraging them to talk about the shapes and numbers they have used and compare their differences and similarities
- enable all staff to develop a secure understanding of children's individual learning needs to ensure interventions thoroughly support learning that matches children's individual needs.

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 observation and assessment are used effectively to plan for the next steps in their learning. Children in all areas of the nursery are eager to learn and are well-occupied by motivating activities that reflect their interests. Babies benefit from a warm and caring environment; attentive staff support them well in their play and respond promptly to their needs. For example, staff recognise when babies are tired and ensure they are warm and comfortable in their cots. Staff support effective language development by talking to babies and giving them good eye contact. Resources, such as treasure baskets, enable babies and young children to explore their senses. Crawling babies move freely around the room and find their own play opportunities from the good range of accessible resources. Staff observe them carefully, and understand when to extend their learning when appropriate. For example, a baby who shows an interest in soft blocks is helped to build them into a tower. He laughs with

delight when it falls over, and together they build it up again. As a result, children have early opportunities to learn about action and response.

A mainly effective range of teaching methods help children develop their skills in numbers and shapes. Younger children use their bodies to make shapes to music and they become engrossed in building three-dimensional constructions. Older children know that only eight children may join the dance group, and count each other to check they can all take part. Not all staff remember to encourage children's thinking, for example, by identifying similar shapes or describing the differences when playing matching games. This does not maximise children's ability to extend their understanding of shapes and patterns. Children show lots of confidence and communicate well with adults and each other. A younger child notices a book of interest on a shelf, and through gestures, she makes an adult understand her desire to read it. Once she has achieved her aim, she sits down happily with the adult to find the 'Monkey Song' and they sing it through together. Older children choose books with much enjoyment and take them off to quiet corners to look through them. Staff promote children's interest in stories well because they are skilled story tellers. They keep the children enthralled and enable them to predict what might happen next.

Toddlers enjoy many activities that stimulate their senses. Indoors they play with water and learn to handle scoops and buckets. Staff sit alongside them and encourage them to watch what happens when water is poured through a water wheel. As a result, they learn about the natural world. Outdoors, children explore shards of ice, they touch it and comment on how cold it is, and watch with interest as it begins to melt. Staff question them well during this activity, enabling children to speculate about what ice is, and why it is there. This develops their interest in exploration. Staff place high emphasis on imaginative play and plan interesting opportunities that attract children's attention. A well-equipped pretend builder's yard is available both indoors and out. Children stack blocks to build houses and find out they need smaller blocks on top. They put on their hard hats and high visibility jackets and use practical tools, such as tape measures, spades and spreaders.

Parents involvement in their children's development is actively encouraged. Information is exchanged daily through daily diaries and contact with staff. Staff find out about children's families and their interests and abilities at home. Children's learning journals are easily accessible in children's base rooms so parents can access them readily. A parents' notice board tells parents about themes and topics within rooms and suggests stories and songs to share at home.

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

Children have strong bonds with their key person and enjoy close relationships with other adults within the room. This helps them to feel safe and secure. Babies are cuddled at feeding time and clearly feel settled and content. They sleep according to their home routines, which effectively promotes their sense of well-being. Parents are offered flexible settling-in periods so their children have time to become familiar with the setting and their designated key person. As a result, children develop secure attachments with adults and

each other. Transitions between rooms are managed well because staff take time to introduce children to their new key persons. There are good links with local schools that enable children to move on with confidence.

Children's behaviour is managed well by supportive staff. Because children are busy and occupied, incidents are few. Within pre-school, 'superhero rules' are used to promote positive behaviour and help children consider the effect their behaviour has on others. Parents talk positively about this and say their children use these rules at home to manage their own behaviour. Staff praise the children and make sure they know when they have done a 'good job'. This boosts children's self-esteem. Children develop good levels of independence. For example, younger children help themselves to drinks, older children find their own coats and boots for outdoor play. Staff encourage children to tidy away their toys so they develop good habits for the future.

Staff understand the benefits of an active lifestyle and enthusiastically involve the children in physically challenging activities. Children of all ages enjoy yoga under the supervision of trained staff. Toddlers in particular respond well to this and thoroughly enjoy the session as they pretend to be cats and stretch their backs. Older children dance and move energetically to music; they touch their toes and wriggle their fingers. Babies and toddlers have their own play areas and access these freely through the day. Older children, who are housed on the first floor, use named flowers to show they wish to play outside so staff can escort them down the stairs to the outdoor area. Here they run up and down the mound, crawl through the tunnel and use balance beams with skill. This promotes children's good health and their physical development. Children benefit from regular walks into their local community, for example, they visit a local play park. Visitors, such as the fire service and a guide dog, help children learn about the wider world.

Mealtimes are social and well-organised occasions. Children are served promptly and enjoy a good variety of healthy and nutritious meals. Children with specific dietary needs are properly catered for and food is clearly labelled to ensure children eat safely. Meals and snacks are prepared on site and menus are devised by childhood nutritionists to ensure food meets children's individual needs. Children learn about healthy food during regular cooking activities. Older children take an active part in food preparation to develop their understanding of where their food comes from. Hygiene procedures are well established and children show good levels of independence, for example, older children help themselves to tissues. All areas of the nursery are clean and hygienic so children play safely. Children are learning to keep themselves safe because they undertake some risk assessments themselves. For example, younger children are asked about safe ways to negotiate the new mound and tunnel in the garden. Older children examine their group room to see if they can find any hazards. They record their findings on wall displays so they can refer to them again, which successfully promotes their understanding of safety.

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

Monitoring of planning and assessment is effective in ensuring the setting offers good quality experiences for all children. The nursery tracks the performance of groups of children to ensure that staff offer an inclusive service to each individual. For example, it measures the development of children who have English as an additional language to ensure their progress in communication and language is as good as other children. This helps to ensure any gaps in learning are identified and mostly addressed. The senior staff team are committed to continuous improvement and fully involve staff in self-evaluation. Each room contributes their ideas for change and has their own action plan to work towards. As a result, recommendations made at the last inspection have been effectively addressed. Recent changes to the nursery environment have a positive effect on children, for example, parents and staff both says the garden offers children a more stimulating play experience.

All new staff have a clear induction to ensure they have a thorough knowledge of the nursery policies and procedures. Regular appraisals and mentoring means professional development is supported well. Many staff have been in the nursery for some years, and retention is good. As a result, staff morale is high. Their enthusiasm is transmitted well to the children, ensuring they have enjoyable learning experiences. Key staff within the rooms have a good knowledge of the children and support them well. However, this knowledge is not always effectively shared with staff from other areas in the nursery. Therefore, when staff cover for each other there are some inconsistencies in the quality of the teaching because these staff do not know the children well enough to fully extend their learning.

There are clear and well-implemented procedures to support children and families who have English as an additional language. Staff come from diverse backgrounds themselves and ensure children have good opportunities to use their home languages. For example, children sing popular songs and rhymes translated into their home languages. Translations of nursery information mean parents are well informed about the provision. All areas used by the children have written notices and labels in representative languages. As a result, children feel valued and their self-esteem is good. The nursery building is well-equipped to support children and adults with special educational needs and/or disabilities. There is a lift to the first floor and furniture within the rooms is adaptable to meet varying needs. Staff have positive attitudes and take a pride in their inclusive practice.

Children are protected because staff show a good understanding of safeguarding procedures. There is a clear system for the reporting of any concerns. Regular meetings and inhouse training ensure staff know how to manage and report any child protection concerns. The nursery has good security to ensure unauthorised adults are unable to enter, which keeps children safe. Senior staff make unannounced visits to test systems and ensure they are consistently implemented. Most staff hold first aid qualifications and there is an emergency plan, which ensures staff deal with serious incidents with confidence.

Parents comment positively on the quality of the provision and say they have good relationships with staff. Information, such as policies and procedures, is shared well to ensure continuity of care and learning. The nursery encourages parents to become involved in the setting, for example, they hold social occasions where the nursery food is

tasted. An informative website keeps parents up-to-date on nursery events and new ideas. A parent partnership group enables parents to have input into new developments and provide support and advice to each other. As a result, the partnerships with parents is strong. There are secure partnerships with others involved with the care of the children, such as the local authority special educational needs advisers. This helps to meet children's individual needs.

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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	EY221690
Local authority	Peterborough
Inspection number	892148
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	106
Number of children on roll	143
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	30/09/2010
Telephone number	01733 566321

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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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