

# Busy Bees Day Nursery

Rose Hill, Moresby, Whitehaven, Cumbria, CA28 6SF

<b>Inspection date</b>	14/12/2012
Previous inspection date	28/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children are happy and secure in an extremely welcoming and homely environment where staff are friendly and approachable, and key person systems are well-developed.
- A shared approach to children's learning is well-established as strong links have been formed with parents and other settings.
- Children are safe and secure as they play in a clean, accessible and well organised environment with a wide range of age appropriate resources.
- Children make good progress in their learning from the effective planning, observation and assessment arrangements that are in place.
- Staff are skilled when interacting with children and effectively extend children's thinking skills.

### It is not yet outstanding because

- Children's physical development needs to be further enhanced to provide opportunities for daily exercise, particularly when children are unable to get outdoors due to the weather.
- Information for parents regarding the variety of meals provided for children is not fully recorded on the menu's made available to them.

## 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 had a tour of the setting with the owner/manager.
- The inspector observed three children in the early years age range during the inspection.
- The inspector conducted a manager's interview during the inspection.
- The inspector looked at a range of documentation relating to the setting and children, which included children's learning journals and the policies and procedures.
- The manager delivered feedback to the owner/manager of the setting and a representative from Children's Services.

## Inspector

Charlotte Bowe

## Full Report

### Information about the setting

Busy Bees Day Nursery was established in 2000 and is registered on the Early Years Register. The nursery is located at Rose Hill, near the village of Moresby, approximately two miles from Whitehaven. Children have access to two main play rooms and a sleep room. Children also have access to a large outdoor play area. Busy Bees Day Nursery is open each weekday from 7am to 6pm throughout the year.

There are currently 34 children on roll and of these; all are within the early years age range. The nursery serves children from the immediate and extended areas.

Busy Bees Day Nursery is privately owned and managed and employs a total of six staff. The manager has an early years professional status qualification and all other staff hold early years related qualifications at level three. The setting is a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

### **What the setting needs to do to improve further**

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

- further develop opportunities for children to physically exercise indoors when they are unable to access the outdoor environment due to the weather
- further promote partnerships with parents by ensuring menus contain more detailed information so that they are fully informed of how healthy eating is promoted within the nursery.

### **Inspection judgements**

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

Children make extremely good progress towards the early learning goals across all seven areas of learning, as the systems for planning observation and assessment are highly effective in supporting children's individual needs. Children's learning journeys demonstrate that children are regularly observed and three monthly progress reports clearly show where children are in relation to the early learning goals. The planning supports children's next steps in learning and also takes account of children's interests. This ensures that children's individual needs are well-met.

The setting supports all children very effectively and staff ensure that necessary links are formed with external agencies and parents to help and support children who have additional needs. Individual education plans are in place to support children and demonstrate clear, precise and snappy targets for children to support their learning and development, therefore ensuring that children make good progress, given their individual starting points.

An effective key person system is well-embedded within the nursery and staff clearly know their children well. Staff engage with parents effectively and have developed a well-

established shared approach to children's learning as they encourage parents to be involved and contribute to children's learning and development. For example, an 'all about me' form is given to parents to support staff in identifying children's starting points and learning journeys are shared with parents each month as well as a three-way diary which goes home each day to inform parents on their children's day.

Staff have a sound knowledge of how to promote children's learning and development effectively and children benefit from a language rich environment as staff interact effectively with children during activities. For example, as children make cakes during an activity using play dough, staff skilfully question children, asking how they will bake the cakes, extending their thinking and supporting them to develop and extend their play. Children are also encouraged to talk about their own experiences and staff encourage this by firstly talking about theirs. This then provides children with many opportunities to extend their communication and language development confidently through friendly and close relationships with staff who are extremely supportive.

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

Children benefit from an extremely stimulating, welcoming and homely environment where they access a wide range of age-appropriate resources. For example children develop their skills in expressive arts and design as they play in the home corner or summer house and through joining in with songs and playing a range of musical instruments. They develop their early writing skills through using implements to make marks. Children play with the doll's house and talk about their experiences, this develops children's good understanding of the world and their literacy skills. Children have a good balance of indoor and outdoor play, using the extensive outdoor areas during the summer and going on walks during the winter, however there are less opportunities for children to gain an awareness of healthy lifestyles through physical exercise indoors when they are unable to access the outdoor environment due to poor weather.

Highly effective key person systems ensure that children's personal, social and emotional development is fostered well through secure and trusting relationships. Children are independent in their learning and confidently seek support where needed from staff who are extremely friendly and approachable. For example, children are encouraged to eat their lunch and pour their own drinks independently, knowing they can seek support from the friendly and approachable staff if needed.

Children are well supported in their transitions to school and other settings as staff have well-established systems in place for sharing information relating to children's care and progress. For example, the nursery has provided a daily diary in which they write an account of the child's day. This is then sent on to children's shared settings and staff encourage them to read it and contribute by writing notes. Progress reports are shared with other settings, enabling children's learning and development to be shared and ensuring that children's transitions are effective and smooth.

Children benefit from many opportunities to develop an awareness of adopting healthy

lifestyles. Through independently accessing the toilet and washing their own hands, children confidently develop their self-care skills. A range of outdoor activities and healthy snacks and drinks ensures that children are developing healthy lifestyles. Meals are balanced and nutritious and vegetables are regularly provided as part of the lunch menu. This information is not always recorded on the lunch menu's that are made available to parents; therefore, parents are not always fully aware of the full variety of food provided each day.

Children have a good understanding of the rules and boundaries within the setting as staff are effective role-models and teach children how to respect and care for each other. As a result children demonstrate positive behaviour.

Safety is a high priority within the nursery and features such as door alarms, regular fire drills, daily checks on equipment and resources and well developed cleaning systems ensure that children are kept safe from harm. The implementation of robust policies and procedures which all staff are fully aware of ensure that children's safety and welfare is at the forefront of the setting, therefore enabling children to feel safe and secure.

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

Staff have a sound knowledge of the Early Years Foundation Stage and support children effectively in their progress towards the early learning goals, given their starting points. Children's learning journeys demonstrate that staff are thorough in their observations and assessments of children and their next steps in learning are clearly identified; therefore, children develop and learn well. The planning systems and continuous provision areas of the nursery ensure that children have access to equipment and resources which cover all seven areas of learning and take into account children's individual needs and interests. As a result, children are provided with depth and breadth in their learning and development and have their needs well-met.

Self-evaluation is well-embedded within the nursery as staff regularly monitor and review their practice. Strengths and areas for improvement are clearly identified and precise targets are set which takes into account the views of children and parents. Prioritised improvement plans fully display the outcomes for children and ensures the setting provides for children's individual needs and learning outcomes.

Staff are committed to improving their knowledge and skills and access a range of training opportunities to support this. For example staff have enrolled on an e-learning programme provided by the local authority and have attended training specifically linked to the revised early years foundation stage. Regular appraisals ensure that staff are performing well and that individual training needs are identified and acted upon.

Partnerships with parents are strong and are well-established and staff encourage and support parents to contribute to children's learning and development through effectively sharing children's learning journeys with them on a regular basis. Information regarding the early years foundation stage is widely available for parents and details how they can

share learning at home. Parents report that their children are well supported by friendly and caring staff and children enjoy their time at the nursery. Strong links with other settings and external agencies ensures that children are well supported and benefit from smooth transitions and effective shared learning.

Safety measures are effective within the nursery and staff have a thorough understanding of their roles and responsibilities when protecting children from harm. For example, detailed risk assessments ensure that children are kept safe when in the setting and when on outings. Robust systems for the recruitment of staff ensure that staff are suitable, enabling children to feel safe and secure with adults whom they can trust.

### 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

<b>Unique reference number</b>	317368
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	877003
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	17
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Angela Walker
<b>Date of previous inspection</b>	28/04/2009
<b>Telephone number</b>	01946 691 541

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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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Piccadilly Gate  
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