

Busy Bees Day Nursery at Carshalton

The Old Chapel, Kenny Drive, Carshalton, Surrey, SM5 4PH

| | |
|--------------------------|------------|
| Inspection date | 13/12/2012 |
| Previous inspection date | 13/01/2009 |

| 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

- Children are happy, keen to learn and growing in self-assurance because of the excellent relationships with staff and interesting experiences provided for them. All children are making good progress in relation to their starting points and capabilities.
- Staff promote children's physical development particularly well.
- The indoor environment and quality of planning and assessment provides interesting activities that engage children.
- Regular performance monitoring ensures staff have individual training that supports their professional development and motivates them to improve their practice.
- The staff value and support parent partnership to ensure they meet all children's needs.

It is not yet outstanding because

- Staff do not always make most of the opportunities for children to make marks, and practise gain early writing skills.
- Staff do not consistently use open-ended questions that challenge children's thinking and extend their ideas.
- Babies enjoy a broad range of resources, but these do not include opportunities to explore natural items, such as treasure baskets.

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

- Conducted investigation in discussion with Manager, Senior Nursery Manager and Childcare Quality Manager and parent.
- Tour of the premises (indoors and outdoors) and introduction to all staff.
- Joint observations with nursery Manager.
- Viewed selection of planning and Learning Journeys.
- Discussion with staff/Key persons.

Inspector

Debbie Buckingham

Full Report

Information about the setting

Busy Bees Day Nursery at Carshalton was registered in 2000 and is one of a chain of nurseries run by Busy Bees Group Limited. They are registered on the Early Years Register. The nursery operates from a converted chapel in Carshalton, Surrey and is situated in a residential area, primarily serving children from the local community. Children are grouped in rooms according to their age range and use their own garden areas for outside activities. Rooms on the ground floor are easily accessible to all. Those on the first

floor are accessed by a flight of stairs. The nursery opens Monday to Friday all year round, excluding bank holidays. Sessions are from 7am until 7pm. Children attend a variety of sessions. There are currently 147 children on roll aged from three months to five years. The nursery provides funded early education for children aged two-, three- and four-years-old children. The nursery supports children with special educational needs and/or disabilities. The nursery employs 40 members of staff. Of these 29 hold appropriate early years qualifications. The current manager has an NNEB and advanced Diploma Childcare and Education qualification.

What the setting needs to do to improve further

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

- extend the use of open-ended questions to help children solve problems and think for themselves.
- strengthen opportunities for children to experiment with writing and to write their own names.
- increase the provision of natural resources for babies, such as treasure baskets, to further arouse their curiosity and deepen their involvement.

Inspection judgements

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

The atmosphere of the nursery is calm and welcoming. Caring and enthusiastic staff use good teaching skills. These have a positive impact upon children's learning and development, so that children make good progress. Children really enjoy learning through play; they all enter the nursery happy and eagerly choose what they want to play with from a variety of interesting experiences and resources. Attentive staff support and enrich children's learning in all rooms providing support and individual attention. However, they do not always use open-ended questions to help older children solve problems and think for themselves. Staff work well together and support children's play with sensitive interactions. They talk to the children clearly, making good eye contact and give children space to explore and investigate their learning environment, knowing an adult is there to help and guide them if needed. Babies have a good range of resources, but this does not include natural objects that invite handling, filling and stacking to strengthen brain development and fine muscle control. Children playing outside eagerly engage in running games and take turns in using wheeled tricycles. The staff encourage turn taking using a

sand timer that helps children wait and supports younger children understand boundaries of play. Children show enthusiasm for digging and planting in the new vegetable plot and planting boxes. Staff help children to look after the plants, and provide instruction about the safe use of tools.

Children practice and gain good hand and finger control in a variety of activities. They use colouring pencils competently, use cutlery with ease, and need little support whilst eating. However, staff do not consistently provide older children with opportunities to practice writing their own name, to further children's understanding that writing carries meaning. Nevertheless, children do recognise their name to self-register and to place objects in their name trays. Children enjoy story time. Staff encourage children to find books of their choice and to join with singing songs or signing stories. Children handle books well, starting at the beginning and turning pages talking about the characters. Children understand how to help tidy away with picture labelled boxes to help them sort things into the right boxes.

Staff plan a varied programme of learning that cover the seven areas of learning, indoors and outdoors, with planned documents detailing a broad programme of activities. The learning environments offer a wide range of materials and resources that offer exciting and engaging activities. Planning is adapted to meet the needs of individual children's interests, determined by discussion with the parents and observations of children's play. Staff establish what children can do first through talking to parents and asking them to fill out a questionnaire that details what parents think their child's can do. This form of evaluation shows improvement since the last inspection and now include emailed responses. Staff record children's progress and achievement regularly, using photographs, in a colourful and informative 'Learning Journal' that are available to both children and parents to look at. Families are encouraged to view these journals during parents meetings and offered to take home and share with families.

Children delight in using the outdoor area. Those who prefer to learn outdoors do so daily, with each room having access to their sectioned own outdoor area. Each area has suitable sized resources for the ages of the children that stimulate their interest and help to build confidence and physical skills.

Staff provide extended curricular activities such as 'wake and shake' and 'cook with me' offering children the opportunity to join in an exercise classes and to take part in a cooking activity alongside the kitchen cook.

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

Children move around the playrooms happily including those who have recently started, owing to the trusting relationships established through the 'key person' system. This well-established system supports children's secure attachments and promotes their wellbeing and independence. In this large nursery, the staff know each child very well and form a close bond, however in their absence a robust back up system, called 'Who's looking after your child today' keeps families fully informed of any changes. Parents comment on how

helpful and friendly the staff are, and how much their child loves coming to the nursery. Comprehensive information is provided to families before their child starts at the nursery, to support transition.

Practitioners act as good role models for children during their play and learning as demonstrated when staff give children clear messages about healthy eating. They sit alongside them at mealtimes, eating the same food, and talking about food types and preferences. Children are encouraged to eat their meals and snack independently, though some serving vessels are too big for children to use independently and therefore do not encourage independent use.

Staff take a consistent approach to good behaviour and their expectations for children's behaviour are high, so children learn what is acceptable. A 'Golden Rules' system supports children's good behaviour and helps children play safely and fairly with one another. Staff are organised effectively so someone is always available to provide support for children's needs, such as a lap for a cuddle or someone to help with nappy changing. Older children become more independent in their personal care, washing and drying their hands after using the toilet and before eating food, understanding that dirty hands have hidden germs that make you ill.

The nursery cook, in partnership with a nutritionist devises healthy snacks and meals, low in sugar and salt. Children and parents welcome the opportunity to share their ideas on meals and are involved in devising a new menu that includes sausages, chicken and jelly.

Children have been actively encouraged to take up the 'Golden Mile challenge' where children take part in various events to complete 10 miles over a year. This physically challenging event helps children to understand about the importance of exercise and the affect it has on our bodies. Children learn important food facts from the '10 steps to healthy eating' plan and help look after the vegetable plots outdoors.

The stimulating and well-resourced nursery supports children's all round development and emotional well-being and helps them to grow in confidence and self-esteem. Children are well prepared for the next stage in their learning because the staff provide opportunities for them to visit the local school. Children take along a camera to record images of the classroom, playground, toilet facilities and meeting and talking with the teacher.

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

Arrangements for safeguarding and children's well-being are very well established and effective. There are good systems in place to ensure staff deployment meets the needs of children. The management team work well with the staff to enforce robust and comprehensive procedures for the appointment of staff that are suitable to work with children. Management places high priority on protecting children's welfare and follows proper procedures to work with outside agencies. Staff have regular safeguarding and first aid training to ensure their knowledge is up-to-date. They fully understand their

responsibilities and the need to provide a safe play environment for children. Staff and children undertake regular fire drills to help them understand the dangers of fire and how to exit the building safely.

The management monitor the educational programmes efficiently and in discussion with senior staff and room leaders to ensure a broad range of experiences are offered to children that help them progress to the early learning goals.

The management undertake a thorough self-evaluation, taking into account the views of staff, parents and children. Alongside the company's Quality Audit scheme, these evaluative systems drive improvements to the nursery's welfare requirements and learning systems. Room assessments take into consideration what families want and are displayed as 'you said, we did' boards that demonstrate the nursery's commitment to listening to the views of parent and acting upon them.

An effective programme of professional development helps staff to improve their knowledge and understanding of practice. The strong partnership with parents and outside professionals helps support children's needs. Staff seek appropriate interventions to enable children and families to receive the on-going support they need.

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 | 954267 |
| Local authority | Sutton |
| Inspection number | 893829 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 98 |
| Number of children on roll | 147 |
| Name of provider | Busy Bees Day Nurseries Limited |
| Date of previous inspection | 13/01/2009 |
| Telephone number | 0208 642 6175 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

