

Busy Bees at Glenalmond

14 King Harry Lane, ST. ALBANS, Hertfordshire, AL3 4AP

Inspection date	20/12/2012
Previous inspection date	11/06/2009

The quality and standards of the early years provision	This inspection:	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

- The thoughtfully planned rooms create interesting play space for children of all ages. This promotes independence and engages children in purposeful play. Children benefit from a wide range of quality resources that support their learning and development to a good level.
- Staff are sensitive to the children's individual needs. They interact and support their developing skills but also value independent play. They plan activities around the seven areas of learning to promote the children's developing skills.
- Staff support children's understanding of the importance of physical exercise, a healthy diet, and to manage their own hygiene and personal needs through every day routines.
- A comprehensive self-evaluation process and regular audits completed by the company are used to set targets and improvement plans throughout the nursery.

It is not yet outstanding because

- Not all parents are sufficiently encouraged to share information about their children's learning and development at home to enable the nursery to provide a consistent approach to each child's progress.
- Older and more capable children are not able to practise their advanced physical skills to promote confidence and extend their own play ideas outside.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector watched children playing in all of the home rooms. The inspector looked at the children's 'learning journeys' and the planning in 'Sunstone', 'Diamond' and the 'Pre-school' room.
- The inspector spoke to the manager, assistant manager, nursery performance manager and the childcare and curriculum advisor. The inspector looked at policies for the well-being of the children and the safe management of the nursery.
- The inspector sought the views of a representative of the Parent Partnership Group and two parents collecting their children.

Inspector

Tina Kelly

Full Report

Information about the setting

Busy Bees at Glenalmond day nursery is run by Busy Bees Nurseries Ltd. It opened in 1998 and operates from a converted manor house in St Albans, Hertfordshire. Children are cared for in seven playrooms according to their ages and stages of development. They also have access to a sensory and a soft playroom. There is a secure outside play provision and a nature walk around the grounds. The Moonstone Room is available for outside agencies and groups to offer additional activities for the nursery children and for

community meetings.

The nursery operates Monday to Friday from 7.30am until 6.30pm all year round, except bank holidays. Children are able to attend for a variety of sessions. There are currently 109 children attending who are within the early years age range. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The 'Hive' offers care for siblings and previously cared-for children in the school holidays. The nursery provides funded early education for three- and four-year-old children.

There is a total of 26 full- and part-time members of staff working with the children. The manager holds a degree in play work, the assistant manager is qualified to level 4. Other staff hold relevant early years qualifications. The nursery performance manager is based on site. The nursery is further supported by the childcare and curriculum advisor and senior Busy Bees practice managers.

What the setting needs to do to improve further

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

- provide regular opportunities for all parents to be part of a two-way flow of information about their children's learning and development
- provide large portable equipment that children can move about to create their own structures and dens, such as milk crates, tyres and large cardboard tubes for discovery play outside.

Inspection judgements

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

Staff have a good understanding of how children learn through play. They plan a broad educational programme to help each child progress relative to their starting points. Observations and assessments are based on the outcomes in the 'Development Matters in the Early Years Foundation Stage' guidance. Staff use their knowledge to provide activities and experiences that motivate children; as a result, children are active and independent learners. Planning is flexible and based on the children's ages and stages of development in each of the home rooms. The key person system is well established, they know the children well. The 'Early Assessment Records' in the 'learning journeys' follow the children's development and are used to plan for the next steps to progress their learning. A matrix is used across the nursery to identify any weaknesses in the children's learning.

These measures ensure staff can monitor ongoing learning, development and levels of engagement for all children.

Children are cared for in bright, well-resourced rooms and the layout of each room takes into account the developing needs of the children. In each of the toddler rooms there is a wooden tent structure which can be adapted for story time, imaginative play and for puppet shows. Children cannot access the outside play areas independently due to the design of the property. Their developing physical skills are well supported within the building. The sensory room provides children space to explore textures and for the younger children to crawl and climb. The soft playroom is used to ensure children have the opportunity to practise their newly acquired skills. At various times through the year this room is adapted and used for larger projects, such as a Christmas Grotto. The nature walk around the nursery grounds enables children to go outside even in poor weather. The outside play areas are well resourced and linked to the seven areas of learning. However, the areas do not provide challenge for some children who have very good physical skills, and consequently, they do not have play experiences, such as building dens and creating their own play structures, to promote these skills.

The pre-school room and the adjoining computer and quiet room provide the children with high quality resources which promote and extend independent learning. An adult-led paper chain activity provides children with opportunities to practise their manipulative skills. Children concentrate on selecting the flat paper, manipulating it to bend so they can glue the end. They are beginning to understand the dynamics of how the chain links could be added from either end with the same result. They are confident in asking for help when the chain becomes too long. Staff help to glue several shorter chains together and they are hung around the room to the delight of all the children. Staff support the children's language by talking about how many and how long and measure the chains up against the height of the children. They suggest selecting the colours of the links so they match. Consequently, children are beginning to use mathematical and critical thinking to solve problems.

The imaginative play provision around the nursery is of very good quality. Designated play areas are inviting and promote the children's play. When children talk about going on a bus, staff support their ideas and encourage them to move the chairs into a line. Children take turns in being the driver, staff provide tickets and money to extend the game. All the pre-school children join in and sing the 'Wheels on the Bus'. The play reinforces their social skills as they share events and activities they take part in at home and out in the community. Some children move the game to the home corner cafe extending their play further. Children are confident in their surroundings, they have the language and social skills to include other children and to ask for help when needed.

Younger children have opportunities to take part in new experiences. They are keen to try new activities and they listen to staff sitting with them at the large touch screen computer game. The popular children's story about goats is familiar to them and they take turns in using the screen icons to move the goats over the bridge. Some children are very capable but the member of staff ensures they all take turns and share in the experience. Children are beginning to understand they need to take care as their hand movements on the screen can change and effect the story line.

Parents contribute to the initial assessments through the 'Getting to Know Your Child' form as the children start at the nursery. These enable the key persons to have a good understanding of the children's likes and abilities. Parents also have opportunities throughout their children's time at the nursery to be part of their learning and progress. Ongoing updates of the children's interests and achievements and the home observations sheets are readily available. Staff provide play ideas for activities at home. However, in many of the 'learning journeys' the information from home is not consistent. There is not a sustained, two-way flow of information that incorporates parents comments into children's records to enable staff to build on life experiences the children have taken part in.

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

Children develop secure emotional attachments to their carers as the information from parents when they come into the nursery and as they move between rooms is very detailed. The key person system works well with photographs in the 'learning journeys' and around the nursery for families to refer to. There is an effective settling-in process over five sessions, so parents and key workers can support the children in their new environment. As the children move rooms the key person is an integral part of the process and shares information with the new staff with the 'room movement' form. This supports the children and keeps parents well informed. When children move to other nurseries or to school a comprehensive 'Seamless Transition' booklet outlines the children's achievements, abilities and identifies areas for additional support. The information from the nursery is based on children's well-being and sense of involvement in what is happening around them and what they enjoy. The key person and parents communicate the children's individual needs to the next provision to ensure they feel secure and continue to be active and keen learners. The nursery is proactive in involving parents and has established the Parent Partnership Group. The representative is keen to bring parents together for social and fund raising events.

Children are cared for in a clean and well-maintained environment. They learn about a healthy lifestyle through every day routines. They are confident in using the cloakrooms but some need gentle reminders to wash their hands. Children are beginning to understand the simple rules that are in place for their own safety and are becoming aware of how their play impacts on others nearby. They are developing good social skills in sharing and sitting together at meal times supported by staff who encourage independence with lots of praise. Children's dietary needs are met to a very high standard. Children clearly enjoy their meals that are cooked on site by the chef and kitchen assistant. Young children are encouraged to feed themselves and most of them manage really well. The pre-school children help to prepare the dining tables. They take responsibility for counting the children and ensuring there are enough places and cutlery at lunch time.

Babies cared for in the 'Sunstone' room have space to play, explore and to rest in comfortable surroundings. The area is designed to promote independence, children are confident as they readily access toys and resources that support their nearly acquired skills. Key staff are sensitive to the young children's needs and individual routines and

respond quickly to adapt the environment as the mobile babies move around the room. Children of all ages receive a happy and enjoyable early years experience. The nursery provides extra curricular activities, such as French lessons, computer sessions, golf and ballet classes. Outside providers come in to share their experiences with the children if requested by parents. Children have a strong sense of independence and self-esteem. Children are confident as they have positive experiences and interact well with their peer group and adults. This is a good basis for the skills they need to establish which will enable them to move onto new experiences and settings within the nursery and school.

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

The management team has high expectations of the quality of care that is offered to children and families. Regular reviews of all paperwork and procedures take place to ensure that all requirements of the Early Years Foundation Stage are met, this includes an audit completed by the Busy Bees company staff. A robust recruitment and induction process is in place. This ensures new staff are suitable to work with children and have a good understanding of the policies and procedures that are in place to protect children and also monitors their practice. Training events and in-house seminars provide staff with ongoing support to enable them to provide a good care and learning experience for all children. The manager is vigilant in managing staff supervision and appraisals, the information gained through this system is used to plan for future staff training. Arrangements to safeguard children within the provision are robust. All staff receive regular training to ensure that they fully understand and adhere to the detailed procedures set out by Busy Bees head office. There is a designated member of staff to manage any safeguarding issues. The manager has an effective system to monitor and support staff in maintaining a safe and secure environment for all children.

Parents are kept well informed about their children's developing skills and the day-to-day routines around the nursery with a regular newsletter. They say they are confident in their children's key person and really appreciate the links and information they are given on a daily basis about their children's care needs. The Parent Partnership Group plans social occasions and fund raising events which brings families together throughout the year. Busy Bees as a company provides leaflets outlining the Early Years Foundation Stage so parents are aware of the different aspects of learning and how they can support their children's development at home. The senior staff understand the importance of making links with other early years settings and agencies to support children with additional needs. They welcome staff from local schools and nursery settings as part of the transition process for children whenever possible. The management team uses the Ofsted online evaluation process, seeks the views of parents and has an in-house audit process to monitor overall practice and to identify areas to be developed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	123548
Local authority	Hertfordshire
Inspection number	817846
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	109
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	11/06/2009
Telephone number	01727 854499 or 844722

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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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