

# Busy Bees Day Nursery at Weston Super Mare

Bransby Way, Locking Castle, Weston-super-Mare, Avon, BS24 7EU

<b>Inspection date</b>	04/01/2013
Previous inspection date	15/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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 behave well and are aware of behavioural expectations in the nursery. Staff have high expectations of children attending the nursery. All children make good progress in their learning and development.
- Collaborative work with parents and outside agencies is well established. It makes a strong contribution to children's achievement and well-being. Good communication has been set up through daily conversation and information sharing. Parents are well informed about their children's development.
- The nursery offers strong support to children with additional needs. Children achieving at higher levels than that expected also make good progress.
- Interesting multisensory experiences effectively capture children's interests, and sustain their motivation.

### It is not yet outstanding because

- There are fewer opportunities for children to learn about words, shapes and numerals in a purposeful context outdoors.
- Although equality is well promoted, children have few opportunities to share experiences and knowledge about people from other cultures at group times.

## 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 observed activities in all playrooms and in the outside play area. The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector took account of the views of parents and carers spoken to on the day.
- The manager held meetings with the manager, childcare curriculum advisor for the provision and three practitioners.
- The inspector looked at children's assessment records and the provisions planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

Busy Bees Day Nursery registered in 2008 as part of a chain of privately owned nurseries across the country. It operates from purpose built accommodation in Locking Castle, Weston-super-Mare, North Somerset. The nursery serves the local and surrounding

community. The accommodation includes six base rooms. Babies and pre-school children use the ground floor and children from 18 months to three years old are upstairs. A lift is available to improve access to the first floor. There is a fully enclosed outdoor play area.

The nursery registered on the Early Years Register. There are currently 204 children aged from birth to five years on roll. The nursery provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language.

Busy Bees Day Nursery is open each weekday from Monday to Friday from 8am to 6pm. It is not open on bank holidays. There are 33 staff employed to work with the children; of these, two hold an early years qualifications at level 2, and 28 have early years qualifications at level 3. Busy Bees Day Nursery receives support from the local authority.

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

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

- enhance opportunities for children to hear about people's lives from a range of cultural backgrounds.
- create an outside environment rich in print and display numerals and shapes in purposeful contexts

### **Inspection judgements**

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

Staff effectively interpret and give meaning to the things young babies show interest in. When babies enjoy tummy time play, and grasp toys, they enthusiastically repeat words so babies link the word to its meaning. Staff help toddlers to understand more than they can express as they provide a running commentary while children eagerly play with the garage and cars. Pre-school children enthusiastically talk about what is happening as staff join in their role-play. Children enjoy pretending they are a doctor, wrapping a bandage around staff's arms and hands, chatting excitedly in character. Staff provide interesting play opportunities to foster children's enjoyment of talking. They provide practical experiences that encourage children to ask and respond to questions. Toddlers fill containers with sand, and collaborate well to pat the sand in firmly to make sand pies. They jump energetically in puddles outside, eagerly watching water splash up their boots.

Staff skilfully encourage and support the inventive ways toddlers wallow in play with shaving cream and a collection of dinosaurs. Babies happily make marks; and squeeze and feel paint, as they mix and spread different colours together on the top of a table. Pre-school children realise they will need to use paintbrushes to coat rollers with paint because the paint containers are too small. Staff challenge them to talk about what is happening as colours mix together as they make marks on their paper. Older children enjoy exploring the different sounds of instruments, and staff support open-ended thinking. Children eagerly demonstrate how they make a noise. Staff effectively pass the same instrument around to find out how else children can generate noises with it. Children show good levels of energy and fascination. All children happily engage with this new experience.

Babies show interest in toys with buttons and flaps and staff comment supportively on their investigations. Toddlers interact excitedly with age-appropriate computer software. Staff talk productively to children about what they can do. Staff skilfully motivate babies to reach out for toys placed just out of reach. They skilfully investigate the noises the toys make and successfully stimulating baby's interest to make the noise again.

Pre-school children enjoy the challenge to measure time by counting in order. They find the total of fingers shown on two hands in a game outside. Toddlers organise and categorise objects as they share out cutlery and utensils in their play to prepare and share a meal. The nursery is an environment rich in print inside, where children enjoy story boxes of books for children to use at the setting and at home. Lists of words, contributed by parents from different languages, are on display. Stories and resources reflect the diversity of children's experiences. However, there is less opportunity for children to share experiences and knowledge of people from other cultures at group times.

Staff use spontaneous and focused observations consistently to help in planning next steps, so that activities are appropriate to each child's stage of development. They record and track children's progress systematically. All children have strong support to acquire the skills to learn effectively. They are consistently ready for the next stages in their learning. Staff work thoughtfully with parents to help children to settle; and successfully engage parents in their children's learning. Practice is based on a secure knowledge and understanding of how to promote the learning and development of young children.

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

Children are happy and enthusiastic when they arrive at the setting. They take off their coats and independently find areas to play in. Staff promote a calm and caring atmosphere where children develop positive relationships with staff and their peers. Behaviour is very good. Children consistently learn to be resilient and independent through trusting relationships, where they confidently seek out help when needed. Children's confident behaviour shows that they feel safe. Activities successfully enable children to judge risks for themselves as they excitedly use tools with increasing control.

Children move from one activity to another, observing the routines of the nursery and

sharing resources well. Staff ensure children, especially very young children and those in need of additional support, form secure emotional attachments with them. There is a good system to allocate a key person to each child. It efficiently ensures that children's learning and care, meets their individual needs. The key person seeks to engage and support parents in their child's development at home. They effectively help families engage with more specialist support if appropriate. Good procedures are in place to support children with transitions, to help them cope with the next stage in their learning. These are strong both within the setting and to other settings and school.

Children are cared for in a safe, spacious, well-maintained and attractively presented environment. The range of resources and the learning environment support children in their all-round development. However, outside there are fewer opportunities for children to learn about words, shapes and numerals in a purposeful context. All children enjoy accessing the outdoor area, and gain a good understanding of the need for physical exercise. Staff enthusiastically organise lively games where children ride on wheeled toys, play with balls and act out favourite stories. Children follow effective health and hygiene procedures, such as hand washing as part of the daily routine. They are competent at managing their personal needs relative to their ages. Practitioners help children to learn to be independent as they sit together around tables eating competently with age appropriate cutlery. Children eagerly eat freshly prepared snacks and meals, which are healthy and nutritious. They enjoy eating a wide range of food and develop a strong understanding of the need for variety in food.

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

The provider has a good understanding of their responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are covered. Thorough recruitment processes check staff effectively. Staff receive effective induction training to help them understand their roles and responsibilities. This includes information about the nursery's safeguarding policy and risk assessment procedure. Staff see children's safety as their prime concern, and visitors with children always supervised. Staff create an environment that is welcoming, safe and stimulating. Arrangements for safeguarding children are strong and well embedded. Most staff hold a professional qualification and they are encouraged to maintain their development by attending other training events. There are effective systems for performance management.

The provider has a good understanding of their responsibility to make sure the learning and development requirements of the Early Years Foundation Stage are covered. There is a good overview of the curriculum through monitoring of educational programmes to ensure a broad range of experiences to help children progress to the early learning goals. There is a good, secure understanding of the areas of learning, and of how children learn. Managers successfully monitor planning and assessment to make sure they display an accurate understanding of children's capabilities and progress. Individual children with identified needs; are targeted effectively so that appropriate interventions, are put in place. All children have a progress check at two. Staff work closely with parents to identify

the child's strengths, and any areas where the child's progress is less than expected. Future learning and development, involving other professionals, then secured when appropriate.

Management and staff implement very effective on-going self-evaluation systems. Staff hold regular meetings to plan and evaluate their practice, which means that children receive exciting opportunities and experiences. They reflect and evaluate all aspects of the setting to prioritise plans for the future. These show a very good capacity for continued improvement. Parents are effectively included in nursery life through newsletters, daily discussions, text messages and a range of notice boards. They share information about their children's progress through the key worker system, and regular parent's meetings. There are good opportunities for parents to be involved in their children's learning by recording their comments in children's 'My learning journal'. The nursery works closely with a range of early years professionals to ensure the best outcomes for children. A range of internal and external services further support children and their families in order to meet their needs. Strong partnerships are in place with local schools, and other providers where children attend, to provide support during times of transition. The nursery effectively ensures continuity in their care and learning.

### 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>	EY222370
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	896981
<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>	100
<b>Number of children on roll</b>	204
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	15/08/2011
<b>Telephone number</b>	01934 519850

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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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