

# Busy Bees Day Nursery at Bromsgrove

19 Stoke Road, Aston Fields, Bromsgrove, Worcestershire, B60 3EQ

<b>Inspection date</b>	22/11/2012
Previous inspection date	15/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children enjoy a wealth of exciting and innovative experiences which enhance their learning and sustain their interest.
- Staff are adept at extending or adjusting activities to meet children's individual learning needs and to ensure that no child gets left behind.
- An exceptionally effective key person system which clearly works in practice provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- Effective partnerships both with parents and other professionals ensure that children's individual needs are recognised and met appropriately.
- There is an extremely supportive management system in place, both within the setting and the larger organisation. Staff's input into the setting is sought and respected, which raises morale and makes them feel valued.

## 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 children in all areas inside and outdoors.  
The inspector looked and children's records, planning, assessments, evidence of
- suitability of practitioners working within the setting and other required documentation.
- The inspector sought the views of parents.
- The inspector held ongoing discussions with the manager and the deputy childcare and curriculum manager.

## Inspector

Becky Johnson

## Full Report

### Information about the setting

Busy Bees Day Nursery originally opened in 1996 and was re-registered in 2000. It is registered on the Early Years Register. The nursery is located in the Aston Fields district of Bromsgrove, near to local shops and the railway station. It operates from three ground floor playrooms and a first floor play area in a self-contained building. There is level access to the building and within the ground floor areas, with stairs to the first floor. The nursery serves the local and surrounding area. It is managed by the Busy Bees nursery chain.

The nursery employs 26 members of childcare staff. Of these, 21 hold appropriate early years qualifications, including three who are qualified to degree status. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. There are currently 115 children on roll who attend for a variety of sessions. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- consider including children in the self-evaluation process by finding ways to seek their views and opinions, such as providing them with a camera to take photographs of things they like or would like changed within the setting.

### **Inspection judgements**

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

Children have a wonderful time in this friendly and wholly supportive environment. Staff provide them with exciting and innovative experiences which develop their curiosity and help to make them enthusiastic learners. Systems for planning and evaluating children's learning and development experiences are well developed. Staff are adept at recognising children's individual learning needs and patterns, and provide an extensive range of activities to support these. This ensures that all children make very good progress in line with their starting points and individual capabilities. Children's individual assessments are in place and parents are invited to contribute and share information about their child's development and learning interests at home. Staff build on this information to provide children with enjoyable and enriching experiences within the setting.

Children especially enjoy creative experiences. Younger children make 'wiggly worms,' as they roll the pastry dough they have made or search through coloured spaghetti strands to find the animals that staff have hidden. Babies take part in painting activities, laughing with delight as they spread and feel the texture of the paint using their fingers. Older children develop imaginative skills as they act out familiar situations, such as taking 'babies' for a walk to the shops or putting them to bed. Children's communication and language skills are very well supported. Staff spend time talking to children and wait patiently for them to respond to questions or repeat simple words and phrases. They talk about familiar objects and recent experiences, for example, the spider in the bathroom, and staff expertly extend these interests by introducing opportunities for them to draw the spider and talk about what they have drawn. They enjoy looking at books and listen to

stories, which staff develop with the use of puppets. Children in the pre-school room go on walks wearing the listening ears that they have made. They stand quietly as they listen to the sounds in the garden before describing what they can hear. They talk about the 'whoosh' noise that the wind makes and the motorbike and birds as being 'far far away' before they rush excitedly to the bottom of the garden to listen and look for the train. Children write letters to Santa and draw the object they would like. When they ask for a real pink camera, staff fetch the nursery camera, which is also pink, and show them how it works. They point out the lens and the button that takes the picture, talk about the flash and then give children the camera to take a picture of their letter and encourage them to look at the camera when they draw it.

Every room in the setting is a hive of activity and children enthusiastically make choices within their play. Fun and laughter are an integral part of the day and sounds of extremely happy and contented children fill the building. Staff are always nearby to offer support and they are competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves. Staff in the baby room provide young babies with physical interaction and cuddles to help them form emotional bonds and attachments. They have introduced specific coloured areas based on recent research to help to stimulate children's senses in different ways. For example, the black and white area aids concentration, the lilac area has a calming effect and the shiny area is for making lots of noise as they happily bang metal plates, spoons, bowls and colanders together with gusto. Children take part in daily 'wake and shake' routines to engage the brain. These five minutes every day help children to enjoy physical activities as they grow older.

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

A well-established and extremely effective key person system operates throughout the setting. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. Children's health is very well promoted and there are clear and consistently applied systems in place to protect them from infection. Older children learn to become independent in managing their own personal needs as they copy the display of photos which teach them how to wash their hands correctly. Children enjoy healthy meals and snacks which are prepared on site by the nursery cook. Menus are planned with the help of a dietician to ensure that they are well balanced and that children receive the correct amounts of protein, fat and carbohydrates to help them to develop healthily. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Mealtimes are sociable occasions as staff and children sit together around the table.

The premises are beautifully maintained and resourced to provide children with a stimulating environment in which to learn and develop. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Accident records link to

risk assessment and any concerns are immediately dealt with to ensure children's safety when at the nursery. Additional support and systems, such as online monitoring and assessment of accidents, and the support of the Busy Bees compliance team for advice on safety and incidents, further ensure that children are safe. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. Children's behaviour is exemplary and there are extremely effective systems in place to support and encourage positive behaviour and self-esteem. Staff work very closely with parents to introduce strategies to monitor and assess the reasons for any negative behaviour. They act as positive role models and give out lots of praise for all achievement no matter how small. Children form very positive relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. They are extremely polite and use 'please' and 'thank you' as part of their normal daily routine. Children learn to adopt healthy lifestyles. They access the outdoors in all weathers and use a range of large and small equipment to develop their physical skills and well-being.

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

Children are exceptionally well safeguarded. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Recruitment procedures are robust and follow the Busy Bees safe recruitment policies. All staff are checked thoroughly before being employed and complete yearly declaration forms for both criminal records and health. Induction procedures are in place to help and support new staff and students and ensure they understand their roles and responsibilities. Appraisals and supervision meetings are used exceptionally well to support staff and to identify any areas for improvement. The manager also carries out regular monitoring sessions to ensure that all staff working with the children maintain a high calibre and are committed to improving the outcomes for the children. Excellent support mechanisms, both within the setting and within the wider structure of the organisation, provide staff with many opportunities to extend their knowledge through training and research.

Partnership with parents is exceptional. Parents are wholly valued and their views are sought and respected. Comments for improvement are welcomed and acted upon. A parent liaison group has been set up to involve them in the running of the setting, such as sharing new policies, and to encourage their ideas and thoughts for improvements. Parents are extremely happy with the setting and comments received are very positive. They say that communication is very good and that staff are very friendly and caring and the nursery is like a big happy family. The setting works cohesively with the local school and other settings that children attend. Photos of schools that children will move to are made into books and teachers from the schools visit children in the nursery's familiar surroundings. This helps to ensure that the transition between nursery and school is a positive experience for the children. Excellent partnerships with other professionals involved with the children, such as speech and language therapists and physiotherapists, help them to reach their development goals given their starting points and capabilities.

The manager is clearly able to identify the strengths and weaknesses of the setting and

systems are in place within the larger organisation to support this. For example, they have a yearly inspection and health and safety audits to identify areas for improvement. Staff and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and acted upon. However, as yet the children have not been involved in the process to enable them to share their opinions of what they like or would like to change. The manager is proactive in implementing the changes necessary to sustain improvement. She is very supportive of staff and her caring and approachable manner ensures that staff feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. Equality of opportunity is a real strength and all children are welcome in the setting. Children with special educational needs and/or disabilities and those who speak English as an additional language are exceptionally well supported and parents are extremely pleased with the progress that children have made since starting at the setting. Staff take time to find out and learn important words in the child's home language to help them to communicate and put up posters of familiar landmarks from the child's home country. This helps them to feel totally included and ensures that they settle well. Above all children thoroughly enjoy the time they spend in this setting and the skills they learn help to prepare them for school and lay firm foundations for the future.

### 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>	205167
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	888909
<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>	86
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	15/04/2009
<b>Telephone number</b>	01527 575375

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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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