

Busy Bees Day Nursery at Brough

Welton Road, Brough, East Riding of Yorkshire, HU15 1AF

Inspection date	11/02/2013
Previous inspection date	19/05/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Partnerships with parents are excellent, with the highest priority given to sharing information. This means the care children receive in the nursery is a true reflection of their home life. As a result, children settle extremely well and parents have complete trust in the staff who care for them.
- Staff's knowledge and understanding of the Early Years Foundation Stage is excellent. They provide children with a wide range of exciting activities that fully capture their interest and inspire them to take part, particularly those relating to science. This means they make very good progress in their learning and development.
- Children are provided with a superb range of highly nutritious meals along with numerous opportunities to take part in baking and cooking activities. This means they learn about the benefits of eating a healthy diet through very meaningful first-hand experiences.
- All members of the staff team are very friendly and approachable. They are dedicated to their role and work to the highest standards to ensure they provide a vibrant, safe and exciting environment for children to play and learn.

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 the play rooms and outdoor play areas.
- The inspector met with the managers and spoke with the staff at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Busy Bees Day Nursery at Brough was registered in 1999. It is registered on the Early Years Register and is one of many settings owned and managed by Busy Bees Day Nurseries (Trading) Limited. The nursery operates from purpose built premises and is situated in a small retail outlet in Brough on the outskirts of Hull. The nursery is close to schools, shops, parks and public transport links. Children are cared for in three rooms, all of which have an enclosed area for outdoor play. The premises are accessible to all

children.

The nursery employs 33 members of staff including a chef, part-time kitchen assistant and an administrator. Of the staff who work directly with the children, four have an early years qualification at degree level, 15 have level 3 and two have level 2. The nursery opens Monday to Friday from 7.30am to 6pm, all year round except for bank holidays. Children attend for a variety of sessions and there are currently 166 on roll. The nursery provides funded early education for two, three- and four-year-old children. It is currently supporting a number of children who speak English as an additional language and those with special 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:

- enhance children's mathematical development by providing more opportunities for them to see and use number in the outdoor environment.

Inspection judgements

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

All staff have an excellent understanding of how children learn and develop. Activities are meticulously tailored to each child's individual needs and interests and enriched by those relating to seasonal events. This enables them to make very good progress that is well within the expected developmental bands for their age and prepares them fully for when they move on to school. For example, the older children knowledgeably discuss how they have learnt about arctic animals, Eskimos and igloos as part of activities relating to winter. Staff are meticulous in observing and assessing children's learning and keep highly detailed records of their development. Information that parents share about their children's current interests and achievements at home is fully embraced. This means staff have a comprehensive and up-to-date knowledge of each child's learning both in the nursery and at home and how they can complement each other.

Children have very good opportunities to take part in activities away from the nursery. For example, they regularly visit the local library and railway station and several times a year the older ones go on outings further afield. For example, to an aquarium and children's farm. This is highly effectively in helping them to gain confidence in taking part in activities away from their normal childcare setting. Staff show a very enthusiastic approach and use excellent teaching techniques to engage children in the activities they

provide. Consequently, children are inspired to take part and thoroughly enjoy their learning. The older children in particular become captivated by science experiments. For example, they describe how raisins 'dance' when dropped into a fizzy drink and the effect gravity has as an orange falls into a container. This enables them to develop an in-depth knowledge of cause and effect and really sparks their curiosity.

Staff fully embrace research regarding how very young babies learn. For example, they provide numerous objects of contrasting tones, such as black and white and those with bold geometric patterns as it is known that this helps babies to focus and stimulates their brains. The positive impact of this is very evident as babies delight in independently accessing the objects and are fascinated by rolling black and white balls. Older babies and toddlers become fully immersed as they help to make a biscuit mixture during baking activities. They delight in exploring the sticky texture of flour and butter on their fingers and clearly make the connection that the finished mixture looks like sand. All of which, is highly effective in helping them make sense of their world. Staff provide very good opportunities for children to develop their mathematical skills. As a result, the children confidently and spontaneously use this in their play. For example, one child compared the tower he made from bricks to that of his friend and concluded that his was the tallest. He then informed his friend that he needed to add four more bricks to make it the same size. There is, however, scope to improve this area further by extending the opportunities for children to see numbers in the outdoor area and how they can be used in context.

The organisation and presentation of toys and resources is excellent. This enables children to make independent choices regarding what they would like to play with and how they spend their time. For example, the older ones very confidently and independently use the computer, showing they have a very good understanding of information and communication technology. All playrooms have an abundance of colourful displays with high priority given to displaying children's paintings and drawings, both indoors and outside. This shows that their efforts are truly valued and appreciated. Staff use innovative ways to support children in developing very good communication and language skills. For example, the very young ones take part in daily singing and signing activities. They very competently use signs for different animals which means they are able to communicate before they have the necessary vocabulary. This in turn raises their self-esteem and confidence. The toddlers take part in music and singing activities which they do so with gusto. For example, they show absolute delight as they use simple instruments, such as sticks that they can tap and bang together to accompany a music disc. They develop a very good sense of rhythm as they move their bodies to the music and confidently march around the room without bumping into one another. This shows that they develop a very good awareness of space from a young age. The older children each have a 'Chatter box' which is used to store items they bring from home. At group time the children then talk about the items they have brought in. As a result, they develop an excellent range of vocabulary and confidence in communicating to an audience.

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

Staff are meticulous in helping children to form secure attachments and in supporting their transition into the nursery. For example, before the placement begins the child's key person provides parents with an information sheet about themselves and their role. This immediately begins the bonding process. Parents of babies are actively encouraged to bring in photographs of themselves and other important people in their children's lives which are used to make a 'Photo box'. The boxes are then made readily available for children to access if they need additional comfort or reassurance. This means children settle very well, are emotionally secure and have an excellent base for their learning and development. Staff develop extremely close and trusting relationships with the children and respond with affection to them. As a result, babies spontaneously hold their arms out for a cuddle and the older children confidently discuss who their key person is.

Children have excellent opportunities to learn about taking care of themselves and about staying safe. For example, the chef has taught them about hazards in the kitchen and how to avoid these and they practise the evacuation procedures on a regular basis. As a result, the older children are extremely confident in talking about what they must do in the event of a fire. Children learn to behave in an exemplary manner because well-established practices and routines are in place to ensure they understand fully what is expected of them. For example, the older ones know to line up sensibly and without pushing as they wait to wash their hands before lunch. They help to set the table for lunch and know where they can go and sit quietly if they need to. The children are very proud of the nursery. For example, one child pretended he was also carrying out the inspection and recorded that he likes drawing and feels safe in the nursery. Children develop extremely high levels of self-esteem and confidence because there is a very strong emphasis on inclusion. For example, children with special needs and/ or disabilities receive tailored support through very close partnership working with outside agencies. 'Words I use' sheets are displayed so staff can actively support children who use English as an additional language.

The attention given to promoting children's health is excellent. Meticulous systems are in place to ensure any individual health or dietary needs are met and the meals children receive are of a superb quality. Organic ingredients are used where ever possible and parents have opportunities to taste the meals for themselves. For example, they are invited to share a 'Farmhouse' breakfast with their children. Meal times are calm and relaxed and staff's meticulous attention to detail means children learn excellent social skills. For example, tables are attractively presented with cloths and flowers. Children are taught to put their cutlery together on their plate to indicate they have finished as they would be expected to do in a restaurant, which means they develop excellent manners. In addition, children grow their own fruit and vegetables in the garden and 'Cooking with me' activities are provided each week. This involves them putting on their chef's hat and apron and using equipment designed especially for small hands to make items, such as biscuits. This means they develop an excellent understanding of processes and sourcing healthy food.

There is an excellent focus physical activity, which enables all children to develop very good control of their bodies. For example, the older ones enthusiastically take part in the 'Wake and shake' initiative which is a series of dance movements carried out to lively music. This means children are energized for the day. All children relish the opportunities

to explore the extremely inviting and well-resourced outdoor areas. For example, they develop their muscles as they dig in the large sand pit and discuss capacity as they fill their jug from the water course. The older children delight in acting out the role of a construction worker in the 'Building site' area. They become fully immersed as they put on their hard hats before using their pretend pneumatic drill and bricks.

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

The manager and her deputy have an excellent understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. They work tirelessly to ensure these are met. For example, the recruitment and vetting of suitable staff is highly robust and the security measures for the building are highly effective. The member of staff who has responsibility for health and safety within the nursery is passionate about her role. She meticulously carries out regular safety assessments on the premises and for activities, such as baking, and takes immediate action when any changes or incidents occur. Accidents are carefully monitored using an electronic system to identify any patterns and prevent re-occurrences. This ensures children's safety is not compromised in any way. Excellent attention is given to the performance management of staff. The manager makes regular observations of staff's performance and conducts supervision sessions and an annual appraisal for each member. Staff are actively encouraged to reflect on, and analyse their practice and they each have a training plan tailored to their needs. This means the opportunities for them to develop professionally are excellent, which in turn enhances the outcomes for children.

All staff are very friendly and approachable and they carry out their duties diligently. They are extremely organised and well deployed which means day-to-day activities and supervision of children is managed very skilfully. Key group sessions are used to focus on particular aspects of the children's learning, such as reminding them about safety issues. The manager has a very clear vision of what it is she wants to achieve for the nursery. She describes the nursery as 'Being for children' and is passionate about making sure their thoughts and feelings are heard. For example, the older children have toured the nursery with a member of staff and completed a questionnaire with her help. From this they have requested that the home corner reverts back to being a supermarket as they really enjoyed this. Every observation that staff make is graded in terms of children's well-being and involvement to ensure they continue to be engaged and enthusiastic in their learning.

High priority is given to self-evaluation, with the views of staff, parents, children and outside agencies all feeding into this. For example, regular company audits are carried out, parent partnership meetings are held and the Ofsted self-evaluation form is meticulously kept up-to-date. The combination of these methods means any areas for development are quickly identified, analysed and promptly addressed. For example, plans are in place to set up a kitchen garden to further support the nursery's commitment to providing fresh and reliably sourced food items. This means the capacity for continuous improvement is excellent. Partnerships with parents are superb. They receive very good information before the placement begins and a wealth of on-going information is provided.

For example, through notice boards, a web site, regular newsletters and detailed updates of what the children have been doing each day. Staff also provide tailored ideas for parents to support their children's learning at home. Parents spoken to state they really enjoy engaging in these activities and are delighted with the way their children are progressing in their learning and development.

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	314666
Local authority	East Riding of Yorkshire
Inspection number	903031
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	110
Number of children on roll	166
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	19/05/2011
Telephone number	01482 669996

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Type of provision

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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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