

Busy Bees Nursery at Hillingdon Hospital

Entrance C, Hillingdon Hospital, Pield Heath Road, Uxbridge, Middlesex, UB8 3NN

Inspection date	04/03/2013
Previous inspection date	27/06/2011

The quality and standards of the early years provision	This inspection:	2
	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

- Well organised nursery rooms provide plenty of space for children to move around and play freely. There is a good range of high quality resources which support children's learning across all areas.
- Children are well prepared for the next stage in their learning. There are effective procedures in place to support moves from one room to another, or from nursery to school.
- There is an effective management structure in place which has robust monitoring systems to help identify ongoing areas for development.
- Babies are provided with a calm, secure environment which enables them to develop a secure relationship with the staff who care for them. This supports children in their exploration and investigation and helps them to learn.

It is not yet outstanding because

- On occasions, the organisation of lunch time does not always support children in knowing what comes next during the daily routine.
- Staff do not consistently take the opportunity to describe to children what they are doing to support their communication and language skills as well as possible.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed staff interacting with the children in a variety of activities in all nursery rooms.
- The inspector undertook a joint observation with the acting manager in the pre-school room.
- The inspector spoke to some parents to gain their views.
- The inspector sampled a range of documentation.

Inspector

Maria Conroy

Full Report

Information about the setting

Busy Bees Nursery at Hillingdon Hospital is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited. It operates from five base rooms in a purpose-built building, with toilet and nappy change areas of the main play rooms. All rooms have access to garden areas. The nursery is located in the grounds of Hillingdon Hospital, accessed at entrance C, in the London Borough of Hillingdon. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 203 children on roll, and of these all are in the early years age range. The nursery is open each weekday from 6:45am to 6pm, closing only for public holidays. It is a policy of the nursery that children do not attend for more than nine and a half hours in a day. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. The nursery is registered to receive funding for the provision of free early years education for children aged two, three and four years. The nursery employs 36 staff, in total, including five room managers, five assistant room managers and two support staff. Of those 23 hold a relevant level 3 qualification and five hold a relevant level 2 qualification.

What the setting needs to do to improve further

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

- help children to predict and make connections in their experiences by providing recognisable routines, particularly in regard to lunch time in the toddlers' room
- use talk to describe what children are doing by providing a running commentary during lunch time, such as 'You have to pour the water in your cup.', to build children's conversation skills.

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 and as a result they plan an interesting range of activities to promote all seven areas of learning. Staff undertake observations on their 'key children', for whom they take special responsibility, and use this information effectively to plan individual activities for those children. They share information with parents who then continue with suggested activities to support their interest at home. Staff support children with additional needs, by implementing an action

plan to promote their individual developmental needs.

The nursery staff promotes children's communication, language and personal, social and emotional skills well. Children enjoy listening to stories and interacting with the puppets staff use to engage the children. They sing songs and follow simple actions to their favourite rhymes. Overall, through the day there is good interaction between staff and children, but on occasions, staff do not always talk to children about what they are doing to help their understanding, for example, at meal times. Activities have clear aims, for example, children look at their faces in a mirror and make 'happy faces' and talk about their emotions. Open ended questions asked skilfully by the staff make children think critically. Such as, 'What makes you happy?' Babies are secure; they enjoy cuddles with staff who speak to them in calm and affectionate voices.

Children engage in a good range of physical activities, they climb structures, counting the steps as they go. They ride bikes, balance on beams, enjoy rolling, kicking and throwing balls and use a variety of tools such as shovels in the sand and paint brushes. Children's progress in the most important areas of learning ensures they have the necessary skills for their next stage in their early learning.

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

Well organised nursery rooms provide plenty of space for children to move around and play freely. There is a good range of high quality resources which support children's learning and development in all required areas. Children feel safe due to the effective key person system. They are learning to stay safe; through the activities they take part in, such as fire drills. Children learn to use different tools safely, such as scissors and how to cut their food using a knife and fork. Children take part in traffic awareness activities. They 'stop' and 'go' when the traffic lights change and staff reinforce this when on local outings. Good interactions with key persons enable young babies to feel safe and secure, which enables them to explore and investigate their environment.

A healthy menu is available which incorporates children's dietary needs and takes account of allergies. There are robust systems in place for checking that food is suitable for each child and their individual needs. Children take part in 'wake up and shake up', an exercise group which encourages them to move to music. They giggle and follow simple actions as they move to the music. There are planned activities that help children learn to lead a healthy lifestyle; for example, how to brush their teeth. The nursery supports initiatives such as, 'ten steps to a healthy toddler', that enables children to taste different fruits and learn why they eat them.

Children behave well and they are learning to take turns and share; older children negotiate with each other, deciding who goes first in their game. There are plenty of resources available which prevents younger children from disagreeing over toys. Children's confidence and self esteem is supported; art work and photos of them taking part in the activities are displayed throughout the building. Overall, children are motivated and engage in what they do due to the generally well organised daily routine. However, on

occasions the way in which staff in the toddler room prepare for lunch time, means children can be kept waiting and these occasions do not help them to make connections between one routine and the next.

Overall, the nursery staff prepare children well for the next stage in their learning. There are effective systems for moving children on from one room to another to enable key persons to pass on information to the next room. Children have settling in periods which enable them to get used to their new carers and their environment. Children moving onto school experience a good transfer process which invites teachers from the local schools to meet with the children in a familiar environment.

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

Leadership and management are effective. There are robust systems in place for monitoring the educational programmes and the implementation of the welfare and safeguarding requirements. The nursery undertakes internal audits which, along with the local authority advisor visits, help to identify very clear action plans. These are specific for each room and identify clear intentions and time frames. There are robust systems in place for staff supervisions and staff appraisals. These help to highlight areas for professional development. The management team observe staff practice, enabling them to identify training needs for individuals. Vetting procedures for staff ensuring they are suitably assessed and detailed induction procedures for new staff provide them with the necessary information about the policies and procedures. The nursery staff deal with complaints effectively and managers inform the relevant authorities. Risk assessments highlight any hazards which enable the nursery staff to put preventative measures in place. Staff are confident in their knowledge and understanding of safeguarding procedures and all staff have regular training in this area.

The nursery leadership and management has undertaken the process of self evaluation and gained input from parents. There are systems in place to gain their views and requests through the 'You say we do' scheme and responses are shared with parents. The nursery leadership and management has suitably addressed the areas identified for improvement at the previous inspection.

Partnership with parents is effective. Parents initially share detailed information with their children's key persons about home routines and individual needs. This system enables staff to know how to support each child. Parents attend regular reviews of their children's progress and they are encouraged to extend their children's learning at home. A record of the activities children take part in, along with their 'learning journey' records and a summary of their development, provides parents with an overview of how their child is progressing. The staff invite the parents to support them in reflecting different festivals. Parents come into the nursery to take part in planned activities, such as cooking. Overall, parents spoken to are very happy with the care provided; they comment their children enjoy coming to the nursery. The nursery staff work well in partnership with other professionals, such as physiotherapists, having regular meetings so staff understand

exactly how to support children with special educational needs and/ or disabilities. Staff implement action plans effectively to support and encourage children's developmental progress.

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 action. 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	EY422536
Local authority	Hillingdon
Inspection number	907153
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	114
Number of children on roll	203
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	27/06/2011
Telephone number	01895200156

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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, which are usually the childminder's 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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