

Busy Bees Day Nursery at Swindon Peatmoor

Peatmoor Village Centre, Shearwood Road, Peatmoor, Swindon, Wiltshire, SN5 5DJ

Inspection date	20/03/2013
Previous inspection date	29/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are happy, confident and secure. They play in a calm, relaxed environment where they make independent decisions about their play and make good progress.
- The environment is clean and very well maintained. The space is used well to provide a range of good care and learning opportunities.
- Staff are warm and welcoming, engaging well with the children and have a good understanding of the Early Years Foundation Stage requirements.
- The nursery has very good partnerships with parents and other professionals to support the good progress that children make.

It is not yet outstanding because

- Staff maintain good daily practices to enhance children's health and well-being, however at times staff do not help children learn about their own health needs.
- At times, children are not provided with opportunities to finish tasks they previously started, which means they are not always able to complete them to their satisfaction.

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 activities within the baby room, toddler rooms and pre-school rooms, and the garden areas.
- The inspector held meetings and completed a joint observation with the manager of the provision and spoke with staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on inspection and from information included in parent references.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

Busy Bees Day Nursery opened in 1998 and was re-branded in 2008. The nursery operates from purpose-built premises in the rural area of Peatmoor in Swindon and serves the local community. The two storey premises includes an entrance hall, office, kitchen, four base rooms, a library/childcare room, training room/childcare room, toilets and nappy change areas on the ground floor. There are three base rooms, a staff room, toilets and nappy change areas on the first floor. Children are accommodated in groups according to age, with the under two's on the ground floor and older children on the first floor. There are three enclosed outdoor play areas, which have grass, decking and hard standing surfaces. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 150 children on roll attending full- and part-time sessions, all of whom are in the early years age group. Of these, 36 three- and four-year-old children receive funding for early education. No children currently attend in the later years age group. The nursery opens each week day from 7.30am to 6pm, all year round excluding bank holidays. The nursery employs 28 staff. The manager holds the National Vocational Qualification in Childcare and Education at level 3. Twenty-five staff hold appropriate early years qualifications to level 2 and 3.

What the setting needs to do to improve further

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

- improve children's understanding that good practices with regard to food and hygiene can contribute to good health, through consistent role modelling and explanation throughout the nursery
- give time for children to complete activities to their satisfaction, and to return to activities that interest them to further promote their learning.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage Framework. They use the learning and development requirements to engage children in purposeful play, which meets the ages and stages of development for the children in their care. Staff work closely with the manager to ensure that their planning covers all areas of learning and that learning intentions are maintained. Children clearly enjoy their time at nursery. They are happy, confident and occupied throughout the day, exploring their environment inside and

out. Children separate from their parents and carers confidently, demonstrating eagerness to take part in activities invitingly displayed in their base rooms. The staff have good procedures in place to observe and record children's development. Written observations are undertaken on all children regularly, this helps children's key person to plan for their next steps of development. Staff know the children well and use this knowledge to support them within their learning progress. Information regarding the children's achievements is shared with parents daily and through regularly parent meetings. Staff are aware of the required progress check for children aged two years and plan to use their knowledge of the children to inform these records when required.

The nursery provides an attractive welcoming environment for the children and parents. There are informative information boards displayed throughout the setting for the parents. This allows them to see how current initiatives and the Early Years Foundation Stage is delivered through the nursery's routines and play activities. Children develop a sense of belonging as displays of their artwork and photographs of them and family members are displayed throughout the nursery. There are good opportunities for all children to explore different materials and be creative. For example, babies and toddlers enjoy exploring sensory baskets filled with different items and various natural materials and older children enjoy making maracas with dried pasta. Staff are very engaged with the children and ask open-ended questions to support their communication and language. However, at times not all children are able to finish tasks they have started. Regardless of this, staff supports children's increasing awareness of quantity, shape, position and size as they create patterns within the sand.

All children regularly play outdoors, they benefit from the wide range of climbing apparatus, hoops, bikes and imaginary area. Toddlers play creatively on the chalkboards with different coloured chalks and various sponges and tools. Older children enjoy structured games such as 'What's the time Mr. Wolf'. This promotes their physical development and their communication and mathematical skills. Children develop good skills to help them be ready for their next stage of learning. For example, all children are encouraged to choose their own and are encouraged put on their coats and boots for outside play from an early age. Pre-school children are successfully prepared for their move to school, as staff create routines which promote their independence and sense of responsibility. For example, by bringing in packed lunches, physical education kits and book bags.

Children throughout the nursery listen attentively and enjoy participating in songs and action rhymes. This helps to develop their language and encourages their physical coordination as they join in with the actions. They listen with interest to stories, increasing their awareness of the written word. During stories, children have time to reflect and they recall familiar events, talk of their own feelings and some are able to speculate what will happen next. Children's home languages and individual cultures are valued and respected, through use of written labels. The nursery environment completely reflects the wider world through use of resources and activities that celebrate the world we live in. This allows the children to develop a positive awareness of themselves and others, while underpinning the children's knowledge and understanding of the world.

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

Staff operate an effective key person system. This promotes children's feelings of security and allows them to feel a strong sense of belonging. A second key person is available for each child to ensure there is always a familiar and trusted person to hand. All staff play an important role in supporting and nurturing children. Their friendly and patient approach is clearly visible throughout day. Babies benefit highly from the close attention that they receive, such as comforting cuddles and gentle back rubs as they drift off to sleep. The staffing team are proactive at ensuring the children have their individual routines and needs well met. They use notes about children's personal preferences so any covering staff know how they like to be soothed asleep, for example. As a result, this enables children to feel comfortable and happy.

Children's good health and well-being is promoted well throughout the nursery. Lunch and snack times are happy sociable times, where children and adults sit at the table to enjoy healthy nutritious foods. Children clearly enjoy their meals that are cooked on site by the chef and kitchen assistant. Children's dietary needs are followed to promote their health and cultural beliefs. All children are encouraged to become independent at a very young age. For example, babies and toddlers are encouraged to feed themselves with spoons, when they are ready. Pre-school children serve themselves to vegetables at meal times and drinks of water as they sit in a social group to enjoy their food. Children demonstrate a good awareness of hygiene as they independently wash their hands at the sink after outdoor play, toileting and before meals. However, there are minor lapses in routine procedures, which do not enable children to consistently learn about promoting their own health. For example, children retrieve dropped food to eat and staff do not always refresh dummies before giving them back to babies.

Children behave very well whilst in the nursery. They benefit from the enthusiastic staff and their consistent calm approach. Clear boundaries help children to learn right from wrong and behave appropriately to others. Children learn to share, take turns and use good manners as they play.

Children are cared for in a clean and well-maintained environment. They learn about a safety through every day routines and the use of wet floor signs. As they play they learn to use the equipment appropriately and help to pack it away to prevent trips and ensure the resources are available for use another day. Children have a wide range of toys and resources; these are accessible to the children throughout the nursery, to promote their early investigative skills and curiosity.

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

Staff demonstrate a good understanding of their role in ensuring safeguarding and welfare requirements are met. They demonstrate a good awareness of the signs and symptoms that would give them concern and fully understand the action they must take. A clear safeguarding policy is in place and freely available for parents. Staff undertake regular

safeguarding training and their knowledge is reflected upon through regular quizzes and questions devised by the management team in staff meetings. The provider successfully maintains the required ratios and children benefit from the high number of qualified staff. Relevant checks are undertaken to ensure all staff are suitable to work with children. Staff implement and review the comprehensive risk assessments to meet needs of the children. Regular fire drills help children understand the routine, while ensuring that the premises are evacuated quickly in the event of an emergency. The premises are secure, and staff carefully monitor access to the nursery to promote children's safety.

The management team has a high expectation of staff. The team maintains performance management systems to ensure that staff are working to good standards throughout. For example, the Busy Bees Company regularly completes an audit and yearly appraisals on staff to enhance the overall practice. Staff demonstrate a good understanding of the learning and development requirements. They benefit from the consistent ongoing support from the management team, training events and in-house seminars. Because of this consistent support, staff provide a good care and learning experience for all children. The premises are spotlessly clean and furnished with child friendly furniture and attractive equipment. Good-sized gardens for each age range provide attractive, outdoor play spaces.

Staff reflect on their work at regular staff meetings and seek parental opinions to help inform their self evaluation. The management team have a good vision for development. They use the Ofsted online self-evaluation form and in-house audit processes to monitor and reflect on areas for future development. This, coupled with the views express from the parents on the Parents Forum, help to shape the provision successfully. The management team and staff fully understand the importance of building positive relationships with parents and others involved in children's care. They work in harmony with each other to ensure good quality care for the children. Throughout discussions with parents, it is evident that they are very happy with quality of the provision and have high levels of appreciation for the nursery.

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	507993
Local authority	Swindon
Inspection number	908924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	150
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	29/04/2010
Telephone number	01793 887602

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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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