

Bizzy Bees Nursery

Bizzy Bees Day Nursery, Longfellow Road, WORCESTER PARK, Surrey, KT4 8BB

Inspection date

27/03/2013

Previous inspection date

10/02/2010

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

- The nursery staff and proprietor build strong and supportive relationships with parents, helping them feel reassured and involved in their children's learning.
- Children share affectionate and caring interaction with nursery staff, building firm bonds and resulting in children feeling secure.
- A varied range of activities that children enjoy and that reflect a balance of adult and child initiated play are provided.
- Self evaluation is used effectively to monitor the provision and identify and generate future development and improvements.

It is not yet outstanding because

- there are few resources to encourage children's investigation of different weather conditions in different seasons
- the daily routine is not consistently monitored to enable consistency in responding to babies interests and engagement in activities.

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 spent the inspection time observing staff and children in the nursery and during play in the outdoor area.
- The inspector sampled children's information and development records.
- The inspector shared ongoing discussion with staff, the manager and the proprietor. A joint observation was shared with the proprietor.
- Safeguarding was discussed with staff, manager and the proprietor, and the nursery's policy sampled.
- Parents' views were gathered through discussion with several parents and the proprietor's assessment of parents responses to questionnaires.

Inspector

Jane Nelson

Full Report

Information about the setting

Bizzy Bees Day Nursery registered under the current ownership in 2002 and re-registered to a limited company in 2009; it is privately owned. The nursery operates from a detached building and consists of a hall and two integral rooms, a kitchen, toilet facilities and a utility room. There is a secure garden available for outdoor play and the premises are wheelchair accessible. The setting is located in a residential road in Worcester Park in the London borough of Sutton. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 44 children on roll in the early years age group. Children come from the local and wider areas. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery employs a team of 10 staff, some of whom work part time to work with the children, plus a full-time cook. Seven staff including the proprietor work full time in the nursery. Five staff are qualified to Level 3 and two members of staff are qualified to Level 2. The proprietor is qualified to Level 7 and holds Early Years Professional Status (EYPS) and is working towards a higher qualification. The manager has an Early Years Degree and another member of staff is working towards completing an Early Years Degree.

What the setting needs to do to improve further

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

- extend the use of the outdoor area to give further opportunities for children's investigation and observations of the natural world; for example, by providing chimes, streamers, windmills and bubbles and investigating the effects of rain and wind during different seasons.
- monitor and provide flexibility in the daily routine to enable consistency in responding to what babies show they are interested in and want to do, by extending activities, stories and games.

Inspection judgements

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

The nursery staff plan and provide an interesting range of activities and play experiences that generate children's concentration and interest. As a result, children make good progress in their learning and development, given their starting points. Children are acquiring a range of skills that will support them in the next stage of their learning, such as their move to nursery class or school. For example, they listen, work together, develop confidence and independence, and participate in large and small group activities. The nursery staff support children according to their individual age and stage of development. They use their observations and assessment of children's development to identify their next steps and plan experiences to support children in progressing. For example, encouraging babies independent walking by providing reassurance, push along toys, helping hands and low surfaces as babies gradually progress towards their first few steps. With older children, helping them link sounds to familiar letters, and encouraging name recognition as they show a developing confidence in tracing and writing the letters in their names.

The good balance of adult initiated and child led play supports children's individual interests and learning styles. For example a 'what ever you want it to be' area is resourced with seats, cardboard boxes, scarves, material and bags that children can use for a variety of purposes. Children giggle and laugh as they fit themselves into a cardboard box. They use mathematical skills, such as estimating that there is space for two of them, if they sit close together in the box. Children use their imagination, burying themselves in the box, and covering themselves with materials and scarves. Their giggling and the movement of the material reveal the clue to their whereabouts. New friends observe this activity and join the game, as children reveal themselves with laughter. This process helps children to build friendships and begin the process of working together as their confidence increases.

Babies explore different textures as they play with shaving foam and sand, presented at their level on a low table. They use their coordination and physical skills as they squash, rub and flatten the foam, and gradually manoeuvre themselves around the table to reach the sand tray. Babies experiment with the different textures as they mix the foam and sand together, combining smooth and rough textures. Staff encourage babies emerging language by describing what they are doing as they play. Babies respond by echoing some words such as 'yea' and show pleasure by smiling and moving their hands excitedly. However, the daily routine interrupts their play and opportunities are missed to extend and continue this activity.

Overall, effective use is made of both the indoor and outdoor environments to encourage children's physical development and enjoyment of being outside. The outdoor environment has opportunities for children draw, construct and recognise familiar letters, while enjoying physical play and activity. This results in children being busy and engaged, and thoroughly enjoying the time they spend outdoors. For example, children spend time finding ways to solve problems as they concentrate on fitting some pieces of a large alphabet floor puzzle together in the outdoor area. They carefully select, sort and match different letters to the corresponding letter shape in the puzzle. The manager supports children in this activity by involving herself in their play. She talks to the children about the letters they are using and helps them link the letters to sounds, talking about those that are familiar in their names. Children take great pride in their achievement and count how many letters they have completed. Although good use is made of the outdoor area, there are fewer

opportunities to encourage children's investigation and observations of the natural world. For example, there are few resources available throughout the different seasons to enable children to investigate and observe the effects of different weather conditions such as rain and wind.

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

Children are happy and demonstrate they feel very secure and safe in the nursery. They form close bonds with staff and benefit from the affectionate and caring interaction they share. This results in children developing independence and gaining confidence. The nursery routine helps children become familiar with predicted times in the day, such as snack and meal times. Babies receive close physical support and attention from staff who follow their home routines providing reassurance and familiarity.

Children follow regular practices that help them understand about healthy lifestyles. For example, children talk about their hands being clean after hand washing and understand this washes the germs away. Children's enjoyment of physical play and being outdoors encourages their physical development and enjoyment of exercise and contributes to their wellbeing. Children behave well as they are busy and interested in their play. Their achievements are observed, valued and praised resulting in children taking pride in what they do. Children know the expected behaviour and respond to the adult call for 'Bizzy Bees' by stopping what they are doing and listening. Children show a developing awareness of their own safety. For example, they help to tidy away toys when requested and generally take care as they move around.

The nursery provides a balanced menu with home cooked meals and fresh fruit daily. Meal times are well organised and used as a social time for discussion, building children's confidence and independence. Children eat together sitting in their own small groups with staff. Babies join the older children for meals and show a developing independence and confidence in feeding themselves, thoroughly enjoying their food. Older children serve themselves and participate in making their own sandwiches at tea time, all of which contributes to their developing independence and helps prepares children for practice they will experience as they move onto nursery class or school.

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

The proprietor has a clear vision for the nursery, which is evident in the homely and family atmosphere the nursery provides. The nursery provides a varied range of resources and equipment that support children's, play, learning and investigation. Space is organised appropriately to meet children's needs and many resources and equipment are stored at child level, enabling children to make choices about what they play with. Creative use is made of photographs in the nursery, for example, displaying photographs of children and staff with their families, photographs of children involved in their play and identifying children's coat pegs with their photograph. This helps to create a sense of belonging for

children and encourages their communication and language as they recognise familiar faces.

The proprietor, manager and staff understand their responsibilities relating to safeguarding and child protection issues. They are aware of the procedures to follow if concerns regarding children's welfare arise or concerns arise regarding a colleague. The required documentation, policies and procedures are maintained and the proprietor is aware of her responsibilities to adhere to the requirements of registration. For example, she is aware of the required adult to child ratios and space requirements. Risk assessments are used effectively to monitor that the premises and equipment are safe and suitable and for outings, such as the regular visit to the local library. Effective use is made of self-evaluation to identify and prioritise where development and improvement is needed. The proprietor and manager regularly review how improvements are implemented, and their impact on children's experiences. Advice given by the local authority advisors is used to generate improvement.

Effective recruitment and vetting procedures help to ensure that staff are suitable to work with children and hold appropriate qualifications. Regular staff appraisals take place, and some 'staff on staff' observations contribute to this process, involving all staff in the process of helping each other develop and improve. Staff training needs are identified through the appraisal and supervision process, discussion and individual interests. The proprietor is currently completing a Master's Degree, the manager has completed a Foundation Degree in Early Years, and a member of staff is in the process of working towards a degree, demonstrating their commitment to developing their own skills and knowledge. The manager and proprietor oversee the monitoring and assessment of children's development and the consistency of planning.

The nursery implements effective strategies to support children with special educational needs, recognising and valuing individual needs. The nominated special educational needs co-ordinator understands the importance of early intervention. Staff work effectively with parents and other professionals involved in children's care to implement consistent strategies and support progress. For example, they use strategies such as picture communication, some hand signing and repetition, which also helps support children who have English as an additional language. The nursery forms links with local schools, and teachers visit the nursery as part of the process of supporting children in preparation for the move to school.

The nursery builds strong relationships with parents, sharing information well and involving parents successfully in their children's learning. For example, daily discussion between staff and parents take place. Parents have opportunities for one to one meetings with their child's key worker and access to regular newsletters and daily information displayed on the notice board. Parents' views are sought through questionnaires, and their suggestions for topics or things children are interested in at home, such as dinosaurs and farm animals included in the planning of activities. Parents praise the nursery, commenting on the homely atmosphere, helpful advice they are given and they observe their children progressing in their development. Several parents return with second siblings, demonstrating their feelings of reassurance in 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	EY391760
Local authority	Sutton
Inspection number	910695
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	44
Name of provider	Bizzy Bees Nursery Ltd
Date of previous inspection	10/02/2010
Telephone number	02083 353537

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

