

Busy Bees Day Nursery at Reading Woodley

Loddon Vale Centre, Hurricane Way, Woodley, Reading, Berkshire, RG5 4UL

Inspection date	02/04/2013
Previous inspection date	17/10/2008

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

- There are strong partnerships with parents who speak very highly of the service offered.
- Staff are motivated and all show pride and commitment to their roles, they offer friendly and high quality care to the children. The nursery is clean and has welcoming atmosphere.
- Children are exceptionally sociable, happy and relaxed. They are confident and curious, making good use of all the attractive resources available to them.
- Very good care is taken to provide a healthy environment, where children enjoy high quality food, daily fresh air and good opportunities for physical activity.
- Leadership and management is well organised and supportive, ensuring staff all have opportunities to develop their skills and knowledge.

It is not yet outstanding because

- Not all staff provide opportunities for children to further extend and encourage their language development.
- The most able children do not always have opportunities to further extend their knowledge and skills.

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 the premises and resources with the deputy manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the staff.
- The inspector spoke to parents.
- The inspector read the provider's self-evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

The nursery opened in Woodley, near Reading in 2000. The nursery serves the local area. The purpose built premises consist of five playrooms, which are all accessible on one level. The provider is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 99 children on roll from birth to five years old. This includes 44 children who receive funding for free early education for three and four-year-olds. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of full time and part time sessions. The setting supports children with special needs and who speak English as an additional language. There are currently 17 staff members who work with the children, 11 staff have early years qualifications at NVQ level 3 or above and there is one member of staff qualified at level 2. The setting receives support from the local authority Early Years department.

What the setting needs to do to improve further

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

- improve how staff develop the language and of the youngest children, for example, by getting staff to talk more to babies about what they are doing and what is happening, so they will link words with actions
- extend learning opportunities for the older able children, for example by providing them with experiences and activities that are more challenging but achievable.

Inspection judgements

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

The nursery meets the needs of the children who attend very well. The children in all rooms engage in a range of worthwhile activities both indoors and out which encourage their skills and development across all areas of learning. The baby room provides a warm, nurturing environment where staff have created a safe, interesting and stimulating play environment. Babies use resources they can grasp, squeeze and throw and they have opportunities to notice other babies and children coming and going near to them. Staff patiently support and encourage babies' drive to stand and walk. Generally staff use language well to encourage the children's understanding. However, some staff do not

always model language sufficiently to the youngest children as they play to ensure the development of communication and language skills are maximised.

Children are curious and interested in all that is around them as they freely explore the indoor and outdoor environments. They use crayons, paint and water to make marks and some can write their own names. Some children are beginning to recognise letters. Children examine interesting resources such as shells and talk with adults about similarities, shape and colours. They count and begin to recognise shape and position through their activities. A wide range of good quality fact and fiction books are available in all rooms and thoughtful provision is made to enable children to use these in comfortable places. Books are also used around the nursery to enhance the displays and support activities. Staff in all rooms read to the children, encouraging awareness of the written word and opportunities to extend imagination.

Children use sand, water and dough providing valuable experiences to develop their abilities to use tools and control their movements. Children enjoy opportunities to participate in singing and action songs encouraging their coordination and recall. Staff recognise how early writing skills can be incorporated into imaginative role play. For example, they provide encouragement and opportunities for children to make shopping lists as they play shop.

Generally staff observe and monitor children's development well. They identify interests and potential next steps in learning which are then encouraged. However, the most able children are not always offered more challenging learning experiences to enable them to extend their knowledge and skills further. For example, writing or undertaking more challenging number tasks. Parents are encouraged to share their knowledge of their child and contribute to the development records. This cooperative way of working helps to promote positive outcomes for each child. Two year old progress checks are undertaken and clearly indicate each child's progress in the prime areas of development. The children's development records indicate they undertake a broad variety of worthwhile activities which all contribute to their development across all areas of learning.

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

Children form secure attachments with key people. The key person gets to know each child well, enabling independence and well-being to be nurtured. All staff are positive role models to the children, for example in promoting good behaviour. Children are learning to recognise feelings through their interactions and activities. This helps them to become tolerant and respectful of each other. Playing games together encourages them to learn to take turns and share. Staff talk to the children about safety and how they can help to keep themselves and others safe. For example, staff encourage the children to help to pick play items up from the floor and explain that people could trip over them.

Children in all rooms demonstrate a sense of security as they settle easily on arrival,

explore with confidence and relate well to the familiar adults. The familiar routine to the day also increases children's sense of security. It helps to ensure they have sufficient time for stimulating activities, quiet times, a nap and regular nourishment. These are simple important aspects which enable children to feel comfortable and consequently benefit from the experiences available to them. Well-developed systems are in place to prepare children for the move to school. Their independence is encouraged and they learn about the school they will go to and what will happen in school.

Children increase their awareness of healthy eating as they enjoy a nutritious variety of food each day which is freshly prepared for them. Staff talk to the children about healthy eating and ensure they have regular drinks of water. Children demonstrate increasing independence relevant to their age and abilities throughout the nursery. The preschool children for example, carry their own dinners to the table and select their utensils. They learn to dress themselves and independently take care of their toileting needs. Staff supervise and help them where required. These simple steps towards independence all help to encourage each child's self-confidence in their own abilities.

The environment is spotlessly clean, well-organised and well maintained, making this a pleasant environment. Good care is taken to ensure the resources and displays are attractively maintained and used to enhance the learning environment for everyone. For example, children's work is displayed to celebrate their hard work, and information is displayed about nutrition and the Statutory Framework for the Early Years Foundation Stage to enhance the knowledge of all who attend or visit the nursery. The daily routines include time for outdoor play where the children have ample opportunities to develop their physical skills in the fresh air and natural light.

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

Staff attend safeguarding training and have a clear understanding of their role in safeguarding. Systems are in place to ensure that any safeguarding concerns are reported following the setting's procedures. Suitability checks are undertaken on all staff working in the nursery to ensure they are suitable to undertake their work with young children. Robust procedures help to ensure people who have not been checked are never left alone with children. All staff and parents are made aware of the broad range of policies which are in place to ensure the setting is run appropriately.

Effective recruitment procedures are in place to employ suitable people for their roles. References are undertaken and an induction period helps new staff become familiar with the nursery. Regular supervision, room meetings and staff meetings all help the staff to work towards shared goals. Staff participate in annual appraisals and are encouraged to continuously develop their skills through training opportunities.

The nursery benefits from strong working relationships within the company, the local

authority and with local schools. They seek advice and support when required to enhance the opportunities for individuals. This enables the nursery to benefit from the skills and knowledge of others. They are also proactive at developing their knowledge. For example, they use recent early years research to inform how they make use of colours and space to enhance the children's learning environment.

The thorough self-evaluation takes into account the views of management, staff, parents, advisers and, where possible, children. Managers and staff have clear action plans for further development to enable the nursery to enhance its provision. This includes creating a nature garden for the older children and developing staff skills at working with children for whom English is an additional language.

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	EY289901
Local authority	Wokingham
Inspection number	908162
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	112
Number of children on roll	99
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	17/10/2008
Telephone number	01189 691299

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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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