

Busy Bees Day Nursery at Quedgeley

Merlin Drive, Quedgeley, Gloucestershire, GL2 4NJ

Inspection date	08/04/2013
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The bright and welcoming spaces and suitable range of resources promote children's sense of belonging and support their learning and development.
- Children play in a safe environment with daily access to a secure outside play area.
- The friendly staff team build positive relationships with parents which benefit children. Staff spend time sharing information with parents and they welcome the feedback they receive.

It is not yet good because

- the children's key persons do not routinely share children's next steps with the staff working with the children which means children's learning is not always extended
- children are not supported in using their home language in their play
- children have few opportunities to learn about the lives of other people and communities.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all rooms and age ranges in the nursery.
- The inspector reviewed documents including the self-evaluation and action plan, children's assessment records, planning, and attendance records.
- A shared observation of an activity was completed with the manager.
- The inspector talked with the manager, several staff and a regional company advisor at various points throughout the inspection.
- The inspector took account of the views of parents through their comments and questionnaires.

Inspector

Karen Prager

Full Report

Information about the setting

Busy Bees Day Nursery at Quedgeley opened in 1999. The nursery, one of a chain of nurseries operating nationally, is located in a mainly residential area of Quedgeley on the outskirts of Gloucester. It operates from three base rooms in a purpose-built, single-storey building. The enclosed outdoor spaces include safety surfaces with wooden adventure equipment and there is a sensory garden for children's outside play. The nursery opens each weekday all year round except for bank holidays and sessions are from 7am to 6pm. The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register

There are currently 151 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. There are 27 staff working with the children. Of these, 17 staff have appropriate early years qualifications. The nursery provides funded early education for two, three- and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme by reviewing planning and adult involvement to ensure all adults know what the next steps are in children's learning and that children are fully challenged and their learning extended.

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

- support all children in their confidence and skills in speaking English including by provide regular opportunities for children to use their home language
- extend opportunities for children to learn about the lives of others for example through visits into the community and extending the range of resources that reflect today's society.

Inspection judgements

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

Children are making satisfactory progress overall, based on their starting points for learning. Staff have sufficient knowledge about how to support children's learning. A thorough system is in place for key staff to record observations, and assessments of children's learning, and to plan for their future next steps. However staff are not always using them effectively which means staff caring for the children are not always clear about their next steps in learning. This means that activities are not always matched to children's interests or development and children's learning is variable. For example children lose interest during group sessions. Children select from appropriate freely chosen activities and are encouraged to take part in activities that interest them such as outdoor play sessions. Staff respond to children's interests for example by making biscuits to build on their role play in the home corner.

Children engage well in activities which interest them. A member of staff extends children's play and they create outfits from recycled items and draw maps to help them find treasure. Outside children enjoy squeezing the paint into pots and mixing the colours to make new ones. Some children choose to paint on the large plastic sheet whilst others explore the paint with their hands. Children across the nursery play with shredded paper and sand, exploring the different properties, such as their textures. A child concentrates as they pour dry sand into a container. Another squeezes the wet sand in his hands. Babies enjoy being held and take notice of others around them. Staff respond to their needs recognising when they have tired of sitting in the high chair. Children sit together on the carpet looking at books. Staff talk clearly to the children as they play. Staff obtain some significant words for some children who speak a different language at home. However, these words are not used regularly in the nursery to encourage children to use their home language in their play. This does not fully support children's developing use of language.

Good communication channels mean that parents are well informed about the care and education their children receive. Staff make themselves available to parents to talk when children arrive and leave each day. Parents' sessions are scheduled each year which enable a more in-depth conversation about children's current stage of development and their next steps in learning. Staff are aware of the need to assess children's progress when they are two years old and to share this with parents. Staff assess the progress of children of all ages who attend the nursery and a summary assessment sheet is given to parents for all children. Staff also give parents ideas to support children's learning at home which promotes continuity in learning. Staff liaise with parents and other professionals, such as the speech and language specialist, to help them support children who require additional help.

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

Staff provide a welcoming environment where older children settle quickly. All children behave very well because staff act as good role models and children know what is expected of them. Young babies, who are new to the nursery are given cuddles to help them feel secure. Older children gain a sense of belonging as they hang their coat and bag on their named peg. All children are assigned a key person when they start and parents are informed if this person changes. This means that they remain aware of who is their

child's main carer is when they are in the nursery. When the key person is not working with the child another member of staff is assigned for the day. However, systems are not fully effective to ensure that information about children's development is shared effectively. This means at these times children's learning is not promoted fully according to their individual needs.

Children freely explore their environment interacting well with their friends and staff. They have some control over their learning because they choose what they want to play with. As children get older they use the toilet independently and to learn about the importance of washing their hands before they eat. Meals and snacks are provided by the nursery, which follows a healthy eating policy. Suitable hygiene routines are followed to ensure nappies are changed regularly and staff wipe the noses of younger children when they identify the need. Older children know to take a tissue and wipe their own noses. The nursery and environment resources are kept clean and suitable for use. Consequently, children's health is suitably supported. Children sit together in small groups and older children develop independence as they pour their own drinks. Staff sit with the children when they eat and discuss what they are eating which promotes a healthy understanding of food.

Children participate in activities such as helping at tidy up time and wiping the table. They learn appropriate social skills such as waiting at the table until everyone has finished at mealtimes. These skills, promote children's independence and their consideration of others and prepares them effectively for the next stage in their learning and their move to school.

The nursery is generally well resourced with good quality toys that are placed within easy reach of the children. The outdoor areas are directly accessible from the children's playrooms and children benefit from being able to choose to play indoors or outdoors for parts of their day. Children enjoy daily fresh air and exercise in the outdoor play areas and enjoy using the nursery tricycles. The nursery environment offers children plenty of space to move around. Children are encouraged to consider the safety of themselves and others by tidying away toys so that they don't trip. They use the bikes in the outdoor area to learn about how to use the road safely. There are some resources which present other backgrounds. Opportunities for children to extend their understanding of people and communities are limited as the children make few visits into the local community and there are few visitors to the nursery.

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

The nursery is part of a large nursery chain and it is supported by a regional manager. The manager demonstrates a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. For example the required ratios are maintained as she successfully uses regular cover staff to manage staff shortfall. Secure systems are in place to support children's welfare and staff have a clear understanding of what to do in the event of a safeguarding concern. Staff supervise children well at all

times and regular risk assessments are completed to keep children safe and secure in the nursery.

Management use a variety of methods to assess the effectiveness of their provision. They use their own internal evaluation process to help them identify areas for improvement. Parents are consulted about their views on the provision and the manager takes prompt action to address any concerns they may have. The nursery has an action plan for improvement which is regularly reviewed and most of the areas to improve are well targeted and benefit the outcomes for children. Staff have an appropriate understanding of the learning and development requirements. They use their observations of children's achievements to monitor children's development in learning and have identified areas to develop to ensure all children achieve success in all areas of learning. Regular supervision and staff appraisals are in place to monitor performance and identify training needs. This effectively increases staff skills and knowledge about how to support the learning environment for children. Recent training in how to keep records for observing and assessing and planning for children's needs has taken place. Staff now have a clearer understanding of the purpose of these records which means information about the children's learning is more easily shared. However, this knowledge is not yet embedded to enable all staff caring for children to be aware of plans for and help challenge and extend individual children's development.

Staff have good partnerships with parents. Parents are positive about the provision, stating they feel their children are well supported and valued. Some steps are taken to contact other settings which the children attend and the staff recognise that this is a useful tool in promoting continuity in children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	101805
Local authority	Gloucestershire
Inspection number	911353
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	106
Number of children on roll	151
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	14/02/2011
Telephone number	01452 725533

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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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