

# Busy Bees at Hall Place

Hall Place, Burchetts Green Road, Burchetts Green, Maidenhead, Berkshire, SL6 6QR

<b>Inspection date</b>	09/04/2013
Previous inspection date	23/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 staff team creates a safe and happy environment where children have fun because they feel confident and secure, so enjoy learning through play.
- Children's needs are known and effectively met because there is good communication and partnership working with parents.
- The effective key person system in place helps children form secure attachments and promotes their well-being effectively.
- Staff interact consistently and effectively with children and this supports the children in making good progress in their learning and development.
- Well established systems for monitoring and evaluation means that the manager is able to identify areas for improvement and take appropriate action.

### It is not yet outstanding because

- the outdoor area does not fully extend all opportunities for older children to experience challenging activities to further develop their physical skills outside
- displays are not always accessible to children. Children are not always able to see low-level displays of their own artwork and photographs to interest them and stimulate discussions about things they have done.

## 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 and children participating in activities in their rooms and the outside areas.
- The inspector completed joint observations with the manager in the pre-school room and garden.
- The inspector spoke to parents and children on the day to gather their views on the nursery.
- The inspector sampled a range of documents including children's observation, assessment and planning records, children's details and other relevant information.
- The inspector held discussions with individual staff members and the manager of the nursery.

## Inspector

Anne Faithfull

## Full Report

### Information about the setting

Busy Bees (Hall Place) registered in 2004. It is one of a number of Busy Bees Nurseries. It is situated within the grounds of Berkshire College of Agriculture, Burchetts Green, Maidenhead in Berkshire. The nursery has five rooms which all have access to the secure garden area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 101 children on roll and the nursery receives funding to provide free early education for children aged three and four years old. Children can attend for a variety of sessions. The nursery supports children with special educational needs and /or disabilities. The nursery is on one level.

The nursery is open five days a week from 8am to 6.30pm all year. The nursery employs 15 staff who work with the children. There is one member of staff who holds a BA in Early Years and is currently completing the Early Years Professional Status, one member of staff has a Qualified Teacher Status and is currently completing the Early Years Professional Status, one member is working towards her Level 4 as she is in the first year of the Foundation Degree. Seven staff are qualified to NVQ Level 3 and two staff are NVQ Level 2, of which one of these staff is working towards NVQ Level 3. Two staff are unqualified with many years experience and we currently have one Apprentice working towards NVQ Level 2. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- develop the outdoor area further to provide older children with challenging and motivating experiences, resources and activities to further promote their physical development
- enhance ways of presenting children's creative work, an photographs of people they know, so that they can see them, to help them celebrate achievements and talk about familiar people and recent events.

### Inspection judgements

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

Children settle well in the nursery because of the effective key person system in place. This enables children and parents to form a close relationship with a particular member of staff which helps children and parents to feel welcome. All staff have a good knowledge

and understanding of children's interests and needs. This is because they gather information from parents about their child during the settling in visits. Staff then build on this knowledge by observing, monitoring and recording each child's progress. Planning for the next stages in children's learning is tailored to each child's interests and individual abilities. As a result, children make good progress in their learning and development. Each child has a learning journal which includes the observations the staff and their parents make, photographs and to help staff complete the two year old check. Parents can access their child's journal at anytime to enable them to continue to support their child's learning at home. Children and their parents are supported well when they move onto another setting or school. For example, staff talk to the children and parents attend meetings with staff to discuss their child's move. This enables children to feel confident when moving on and ensures the continuity of their learning.

Activities provide children with a broad range of experiences that promote their learning in all areas in each room. Staff sit alongside and fully support children while they play offering suggestions and guidance when required. Staff make the most of everyday routines and situations to extend children's learning. For example, as children prepare for tea time, they talk about how many plates and pieces of cutlery they need. They also talk about shape and size as they cut the extra sausage rolls up for all children to have another piece. This helps children develop their mathematical skills in practical ways.

Throughout all areas of the nursery children settle quickly and enjoy their play and activities. Children are interested and keen to learn and benefit from being able to make choices. For example, they can move freely between indoor and outdoor areas when they wish, enabling them learn and play in a way that suits them. Younger children readily access a range of engaging resources outside. For example, they experiment with water pouring it into guttering and watching it fill the bucket. However, older children are not able to access a full range of resources or activities outside to fully challenge to move in all possible ways. As a result their physical development is not always fully promoted in the outdoor area. However, they enjoy imaginative opportunities indoors to move their bodies to music and develop their muscle control. Good use is made of the college and the extensive grounds by staff to extend children's learning through their many interests. For example, children enjoy visiting the car workshop to look at the different cars. Children also enjoy visiting the various animals and show great delight and talk about the rabbits they see. These outings and visits also promote children's understanding of the world.

Children's communication and language skills are developing well. As a result of staff talking to them, ask open-ended questions, read or sing to them. Staff encourage babies early communication by singing to them and responding positively to their babbling and chatter. All children explore a good variety of books, which are set out in a way that ensures children develop independence in making selections of their own. The book area also entices children to gather with staff to share books. Babies play in a bright and stimulating environment. They enjoy shaking the rattles and chuckle when playing peek-a-boo with staff. They are able to learn about sound, and enjoy exploring where things have gone when they hide. The computer and smart board enable children to experience technology and extend their small muscle and mark making skills in a fun and interactive way.

All children enjoy exploring messy and creative play activities. For example, young toddlers explore the play dough and older children use a range of art and craft materials and tools to create pictures with paint. Babies thoroughly enjoy painting with toothbrushes and exploring treasure baskets filled with a variety of materials and natural resources. They enjoy learning about natural and man-made textures as they explore these baskets. Staff ensure the environment is welcoming with colourful displays. However, these are mostly above child-height and do not include many examples of children's artwork to show that this is valued. Also, staff do not display many photographs that children can see to encourage them to talk about familiar people or recall recent events. Children are developing their imaginations well. They enjoy role playing as space characters and readily make resources out of paper and other items to support their imaginative games. As a result they are happy, settled and enthusiastic learners and make good progress in the nursery.

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

The nursery is purpose built, welcoming and bright. Children are busy, happy and demonstrate a strong sense of belonging. The wide range of high quality resources are easy to reach, so that children choose what to play with and when. Children are well behaved and they know the routine and structure of the day as well as the rules and boundaries. For example, older children they readily help to tidy away the toys before lunch. Children readily share and take turns when required and show care and concern for each other. Staff are good role models and are consistent in their expectations and offer children lots of praise and encouragement for behaving well. They use clear, age appropriate ways of managing behaviour. This helps all children to learn to control themselves effectively and safely. Also, this supports children to form good relationships with others as they learn to take turns and play well together. Babies thoroughly enjoy the cuddles and consistent staff support. They use quality resources, which include homemade books showing babies photographs of their families that offer reassurance and a link to home.

Children benefit from a healthy and balanced diet. Babies enjoy the range of fresh fruit on offer as they sit with staff, feeding themselves using their hands and eating at their own pace. Babies who still required milk feeds are fed their bottles in a secure and comforting way. Older children develop self-help skills as they learn to serve their dessert under staff supervision. Meal times are sociable events as children can choose who they sit next to and staff talks to them about their day. All meals are freshly cooked each day by the cook who ensures all dietary needs are provided for. The healthy menu on offer helps children learn to make healthy choices and develop positive eating habits.

Children benefit from physical play, though this is more plentiful indoors. For example, toddlers participate in daily wake and shake sessions where they dance and move to music. Staff use these sessions to remind them about different parts of their bodies and talk to them about why they must have a drink afterwards. Children develop a good range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they have to wash their hands before they eat. Older

children readily put their coats and boots on before they go outside. Children play and learn in a safe environment as staff complete a range of safety checks including completing a risk assessment for each outing. Staff deploy themselves well to ensure that children are supervised and kept safe in both the indoor and outdoor environments. Children learn about the importance of keeping themselves safe through discussions and they regularly participate in the nursery emergency evacuation procedure. As a result they are able to manage their own safety confidently.

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

All staff have a secure understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The manager and enthusiastic staff team work very well together. They support each other, ensuring that they all fully understand their roles and responsibilities. Thorough procedures are followed for staff recruitment and vetting. All staff undergo full checks to confirm their suitability. Ongoing supervision enables the manager to continually monitor their suitability. Staff have a secure understanding of the Busy Bee's detailed safeguarding procedures. They are clear about their individual roles and how to react to any child protection concerns. This helps to promote children's ongoing safety and welfare. All staff are all fully aware of the nursery's comprehensive policies and procedures. They meet regularly as a team to discuss aspects of the provision to promote consistency in their approach. Good systems are in place to support staff to extend and increase their skills and knowledge which benefits the children.

Information displayed in each room and the reception area is detailed and informative about both the care and learning aspects of children attending. Secure partnerships are in place with other agencies and settings the children attend to ensure continuity of children's care and learning. The manager has good procedures in place to help her reflect on and evaluate all aspects of the nursery. This enables her then to put in place an action plan on any areas requiring improvement. The manager and staff constantly review arrangements and implement new ideas with the aim of improving the nursery for the children attending. Evaluations take into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued and considered. Good partnerships with parents are in place to underpin good continuity of care for children and to promote shared learning between the nursery and home. Parents make many positive comments about the nursery. These include 'the brilliant care' offered, 'the amazing staff team' in place and how happy their children are 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

<b>Unique reference number</b>	EY296962
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	908449
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	85
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	23/07/2009
<b>Telephone number</b>	01628 825230

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

