

Busy Bees Day Nursery at Bristol Bradley Stoke

Ferndene, Bradley Stoke, Bristol, BS32 9DF

Inspection date	09/04/2013
Previous inspection date	24/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 play in a bright and stimulating environment, both indoors and out, which effectively supports them in their learning and development.
- Children can freely access the outdoor area and children take every opportunity to play outside.
- Systems to include parents are effective in supporting children's learning at home.
- Children are confident, relate well to each other and staff and able to express their needs well.

It is not yet outstanding because

- staff have not fully considered all ways to actively involve children with English as an additional language in every activity.

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's activities and completed tracking of children across the nursery.
- The inspector sampled children's learning profiles and records.
- The inspector spoke to the manager and staff and took account of the views of three parents spoken to on the day.
- The inspector completed a joint observation with the manager.

Inspector

Barbara Walters

Full Report

Information about the setting

Busybees Day Nursery opened in 2007 and is part of the Busy Bees nursery chain. The nursery is situated in a purpose built two-storey building in Bradley Stoke, on the outskirts of Bristol. The ground floor, which has four play rooms, is allocated to babies, children aged under two years and preschool children. Children aged between two and three years are based on the first floor. There is a secure garden for outside play. There are currently 128 children from three months to five years on roll. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children for whom English is an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates all year round, excluding bank holidays, Monday to Friday, from 07:30 to 18:00. A team of 23 staff work with the children, of whom, 21 hold a relevant child care qualification. The manager and senior room manager has gained the Early Years Professional Status qualification.

What the setting needs to do to improve further

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

- enhance ways to ensure all children who speak English as an additional language can be actively involved through visual prompts in everyday activities.

Inspection judgements

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

Staff are enthusiastic and support the children well. Consequently, children are happy and make good progress in their learning and development. Children independently play in a bright and stimulating learning environment. This effectively supports their progress towards the early learning goals. For example, children easily access toys and activities from low level storage that promotes their free choice and independence well. Comfortable and exciting reading areas invite children of all ages to explore, which promote their interest in books and recognition of letters and simple words. Staff build caring relationships with babies and they are effectively nurtured. For example, staff use different facial expressions and lots of smiles to interact with the children and encourage their learning. Staff have considered well how to stimulate the babies learning. They spend time in the outdoor area exploring the different activities such as the black and white display. Staff encourage babies to focus on the different every-day objects and discover new sounds and sights. Staff follow the babies actions effectively and describe what they are doing, which encourages their interest and motivation to further explore.

Babies know the routines, and show contentment as they snuggle into staff when having their bottle.

Older children confidently approach staff to share their favourite story. Staff encourage children's responses to the pictures in the book and encourage them to join in. This supports children's enjoyment and motivation to learn. Key staff work well with small groups of pre-school children to also enhance their emerging reading skills and sound and letter recognition by playing word games. Staff have a good understanding of what they want children to learn from their free play. For example, children build ramps to race the toys cars. Skilful questioning from staff encourage the children to explore which car goes the fastest. Staff respond to their ideas and describes what is happening to encourage the children to think about what they see and voice their observations. Consequently, children make good progress in their learning and have fun. Staff have implemented useful ways to support children who learn English as an additional language. For example, they learn words in children's home languages so they can understand children's requests. However, staff do not always adapt activities in the best possible way to enable all children who speak English as an additional language to be actively involved at all times. For example, staff do not always use visual prompts to develop children's understanding of activities.

Children take full advantage of the stimulating outdoor play area which has a range of exciting activities which cover all the areas of learning. For example, children can explore patterns and marks with the paints, or explore the sounds from items hung on the fence. Staff have found imaginative ways to promote all areas of learning in the garden. This means that staff support children who learn better in outdoor areas. Children have daily opportunities to participate in physical play and to explore and practice their physical skills. For example, children are confident on the climbing equipment and balance on the stepping stones in the outdoor play area. Preschool children enjoy daily exercise session to help wake them up. They jump, run and stretch, and join in the actions and sing the songs. This enables them to develop their strong physical skills,

Staff know how to effectively support children's learning. They complete early assessment forms when children first attend to ensure they have an accurate understanding of their skills. Regular observations and a development summary, ensure that staff effectively support the next steps in children's learning. This enables children to acquire the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

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

The nursery has a high regard for providing healthy and nutritious meals. Meals are prepared and cooked on site from fresh ingredients so children have varied and well planned meals. Staff make sure that children have a good understanding of why it is important to have a healthy diet. They spend time during meals to discuss foods which are good and foods they should limit. Staff encourage the children to drink plenty by demonstrating drinking from their bottles. Children therefore understand how and why to hydrate themselves.

Children are encouraged to learn about personal hygiene through the daily routine and understand simple health and hygiene matters. For example, they independently and confidently dispose of dirty tissues appropriately and independently wash their hands. Children develop a strong sense of belonging and learn about their own and others' needs. For example, the nursery has developed a family book so children feel valued and children sleep according to their needs. Staff have introduced transition books to help children when they move to another room in the nursery. This contains photos of the new rooms which staff can share with the children to help them settle more effectively and feel secure.

Children develop a good sense of responsible behaviour. They enjoy helping to clear away their toys and activities and their plates after meals. Staff ensure that children begin to consider others and effectively encourage the children to share. Daily checks by staff ensure that the children can play freely in a safe and clean environment.

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

The manager demonstrates a good understanding of her role and effectively monitors the planning and delivery of the education programme. Meaningful regular team meetings ensure that staff members can contribute to the running of the nursery. The nursery has clear safeguarding procedures to fully protect children. The designated member of staff has recently attended training on child protection and developed a safeguarding folder for staff to ensure information is easily available and known. Detailed recording of any minor accidents or incidents ensures staff continually promote children's welfare and well-being. Robust recruitment and vetting procedures ensure all adults working with children are suitable to do so.

The management team has continually reviewed their practice since the last inspection to reflect on the setting's practice and make improvements. Staff have access to a programme of professional development through continuous training and appraisals. The nursery has addressed the recommendation from the previous inspection. This has a positive impact on children through the development of a free flow system of the outdoor play area. Children contribute to the 'wish tree' which staff take into account when purchasing resources and planning activities. Children have high self esteem because they know that their thoughts, feelings and ideas about their nursery are valued.

Staff demonstrate a clear commitment to working with parents, carers and external agencies involved with providing support for children. They work effectively with parents and engage them well their child's learning and development. For example, staff provide parents with 'an activity at home' sheet to complete with their child at home. Parents report that children have grown in confidence and independence and enjoy attending the nursery.

Questionnaires and meetings with the key person allow parents to reflect and share their views on the care and learning of their child. The group is able to form effective links with

other professional agencies should the need arise so that children receive additional support to help meet their needs effectively. This means that the nursery can seek help for children to effectively close any gaps that they identify in their 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	135962
Local authority	South Gloucestershire
Inspection number	907827
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	128
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	24/11/2008
Telephone number	01454 202888

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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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