

Busy Bees Day Nursery - Basingstoke

Hanmore Road, Chineham, Basingstoke, Hampshire, RG24 8PT

Inspection date	10/04/2013
Previous inspection date	18/02/2009

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

- Children make good progress as they play in a welcoming, attractive, well-resourced nursery ably supported by caring, friendly, enthusiastic staff.
- The management team works very well to monitor and improve all aspects of the nursery and the team is enthusiastic about developing high standards.
- Partnerships with parents are strong and they are well informed about their children's progress and the nursery practices.
- Children's welfare is promoted well as they enjoy nutritious well-balanced freshly cooked meals.

It is not yet outstanding because

- Staff do not always use good open-ended questioning or give children plenty of time to respond, which sometimes affects their opportunities to share thinking and language.

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.

Inspection activities

- The inspector observed children in the early years age group in all four playrooms and in the outdoor play areas.
- The inspector observed the staff's practice and talked to them throughout the inspection.
- The inspector reviewed documents and records relating to the Early Years Foundation Stage and Development matters in the Early Years Foundation Stage, including children's development records.
- The inspector considered parents' views spoken to at the inspection and through comments from the nursery feedback questionnaires.
- The inspector completed a joint observation and held a meeting with the manager.

Inspector
Carol Willett

Full Report

Information about the setting

Busy Bees Day Nursery - Basingstoke is part of the Busy Bees group. It registered in 2004 and is situated in a single-storey purpose-built nursery in Chineham, Hampshire. The nursery is registered on the Early Years Register. Children are cared for in four age-related base rooms and have access to two enclosed outside play areas. All meals are cooked on site. There is parking on site.

The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. They close for all public holidays. There are currently 131 children on roll in the early years age group. The nursery is in receipt of free early education for children aged three and four years. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 27 staff, 25 of whom work directly with the children. There are 22 staff, including the manager, who hold appropriate early years qualifications at Level 2 and 3. The nursery receives support from the company advisors and the local early years team.

What the setting needs to do to improve further

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

- enhance the use of good questioning techniques that enable children time to respond to questions as they explore ideas and make links in learning.

Inspection judgements

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

Children make good progress in their learning and enjoy their time in a busy, stimulating environment. Good-quality resources are easily accessible from low-level shelving enabling all children to make independent choices in their play. Children take part in a wide range of planned activities and also have good opportunities to initiate their own play. They access a wide range of toys and resources to support all areas of their learning daily. For example, older children take part in a fun activity using building bricks to develop their number skills. Children can freely access the outdoor play areas and staff take advantage of good weather to introduce a listening game outside. Children have fun playing outside

and develop good physical skills. They confidently pedal tricycles, push buggies and kick footballs. Children develop friendships and learn how to take turns and positively interact with each other. They enjoy looking at a good range of fact and fiction books in the cosy book corners. This supports their love of reading and their early literacy skills.

Toddlers develop good language skills. They concentrate well and demonstrate good listening skills as staff fully involve them in the book. Children's independence skills develop well as they freely select aprons and enjoy exploring the cornflour mixture with gentle staff support. They make marks using a variety of objects in the gloop mixture and also with paint. This helps them to develop their pre-writing skills.

Children are confident communicators and happily approach adults to initiate conversations as staff provide many opportunities for them to talk. Staff ask lots of questions to develop children's understanding and language. However, sometimes staff do not allow older children sufficient time to think and respond. As a result, staff do not take all possible opportunities to allow older children to share understanding and develop their speech.

Younger children enjoy singing familiar songs in baby sensory sessions and staff are enthusiastic singers. Babies learn the patterns of speech through these sessions and begin to form words. Staff in the baby room are very attentive so they meet the need of babies very well. Babies are very sociable and confident due to the caring support they receive. They happily investigate the toys and have stimulating opportunities to use their senses. For example, they excitedly explore a painting activity using their fingers to mix the liquid paint. They develop physical skills at the same time as they pull themselves up and walk around the low table. Staff complete regular observations and use these well to assess and plan for children's progress. They complete a written summary, including for two-year-olds, which they share with parents. This helps staff to identify any gaps in children's learning and close these gaps. Parents are kept up to date with their child's progress through regular verbal feedback. They share children's records so parents are well involved in their children's learning. Overall, the quality of teaching is good which means children develop good skills and knowledge and are well prepared for the move to school.

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

The nursery is a comfortable, enabling environment. There is ample space for children to move around and explore the wide range of good quality resources in age-appropriate base rooms. Children develop close relationships with the caring, enthusiastic staff. The effective key person system means all children are confident, secure and included. They play well and happily explore the good quality toys and planned activities both inside and out. Staff obtain detailed information at settling in session so they meet each child's needs. Babies receive very good care and staff follow their individual routines. They settle well to sleep and show they are comfortable and secure as they excitedly explore the toys.

Children confidently move up through the nursery as staff manage the moves between rooms effectively. Children behave well because staff act as good role models treating children with care and respect. Staff use positive strategies to deal with any behaviour issues. They use clear explanations for older children and younger children are distracted well with toys. Children respond positively to instructions, they sit and listen well at group times and happily get their coats for outdoor play. Familiar daily routines and boundaries mean children know how to follow safe behaviour. For instance, even the youngest children know the rules for painting and put on aprons. Babies hold up their hands as staff put aprons on them. Staff consistently use meaningful praise and encouragement so children develop good self-confidence and positive behaviour. Children regularly practise fire evacuation drills so they become confident to manage themselves safely in the event of an emergency.

Children learn good self-care skills through well-embedded hygiene procedures. Children learn about healthy lifestyles as they enjoy fruit for snacks. Older children choose when to have their snack and drinking water is freely accessible throughout the day. Young children have labelled cups to prevent cross infection. Older children quickly become independent and they learn about hand washing. They choose their plates and cutlery and take their lunch plate back to the table in the cafe style lunch routine. This helps them develop good skills to move onto school. Children eat well and thoroughly enjoy the freshly cooked nutritious meals, such as Mexican bean stew. Children can eat as much as they like to satisfy their appetites. Children's food allergies are thoroughly taken into account and care plans developed. Children can choose to play outside daily and enjoy activities that develop good physical skills. They enjoy using climbing equipment and wheeled toys. Children enjoy 'Wake and Shake' exercise sessions at the beginning of the day. They receive plenty of exercise that supports their good health.

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

The nursery is well supported by a strong management team. This helps ensure children's learning and welfare needs are efficiently promoted. Children make good progress in their learning. The manager and deputy review the planning for children's learning and development and regularly monitor children's assessment records. Children are safeguarded well as staff clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. The nursery effectively implements all the legally required records, policies and procedures. This helps ensure there is a safe learning environment for the children. All staff complete training in child protection. They are confident in their understanding of what to do should there be any concerns about the children. The building is very secure and the nursery keeps a record of the arrival and departure of children, staff and visitors. Staff follow good safety checking procedures and complete well-documented risk assessments, which helps promote children's safety. Recruitment, vetting and induction procedures are well developed. New staff have an induction period where they receive lots of information about their responsibilities,

including behaviour management training. Regular supervision and appraisals enable the manager to identify staff strengths and training needs. There are robust procedures in place to support the ongoing suitability of staff, including clear disciplinary procedures. The manager and staff are caring and enthusiastic and form a well-qualified and organised staff team.

The systems for monitoring the nursery are very good and include internal company audits. This results in well-targeted improvement, such as the regeneration of the outdoor play areas. They complete the Ofsted self-evaluation form and use this well to further identify actions for improvement. The nursery values input from staff, children and parents. Parents' comments are displayed on a notice board and together with steps taken to address issues raised. The management team recognises the importance of inspection and monitoring. They value input from the local early years team and feedback from inspections at sister nurseries. They use these well to continually improve the nursery and outcome for children. Parents receive good information through newsletters, notice boards and daily discussions. They are encouraged to form a support group. They are able to make contributions as to how they would like the nursery to run and organise social fundraising events. Parents are positive in their comments about the care and learning their children receive. They value the caring friendly staff and the well-resourced playrooms. They feel well informed of the children's time in the nursery. They also value the feedback at the end of the day and from regular parents' meetings. Staff work well with other agencies involved with the children so there is a consistent approach to their care and learning.

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	EY289892
Local authority	Hampshire
Inspection number	908411
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	98
Number of children on roll	131
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	18/02/2009
Telephone number	01256 354867

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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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