

Busy Bees Day Nursery at Woking

50 Cavell Way, Knaphill, Woking, Surrey, GU21 2TJ

Inspection date	17/04/2013
Previous inspection date	22/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The leadership and management of the nursery are excellent. They have high expectations of staff and there is a continuous programme of improvement to consistently provide high quality care for all children.
- Children make excellent progress with their learning and development as they receive support from passionate, dedicated staff, who have a clear understanding of how children learn.
- The nursery establishes extremely positive partnerships with parents. It involves them fully in their child's learning and works effectively with them to provide children with consistent levels of care.
- Children's personal, social and emotional development is exceedingly well promoted. They are happy, confident and motivated learners.
- The nursery provides an excellent, stimulating and, overall, extensively resourced environment to support children's continuing development.

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 all age groups and spoke to staff in all rooms.
- The inspector discussed nursery practice with the manager and staff.
- The inspector sampled documentation, including children's development records.
- The inspector observed activities both indoors and outside.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Cathy Hill

Full Report

Information about the setting

Busy Bees Day Nursery at Woking, which is part of Busy Bees Day Nurseries, was registered in May 2001. The nursery building is situated within its own grounds in Knaphill, on the outskirts of Woking, Surrey. It is within walking distance of a children's play area and local shops. The nursery serves the local community and families living in the surrounding area. Children are accommodated in age related groups within the nursery. There is a multi-sensory room and an enclosed ground floor play area that is open to the fresh air. There is also an enclosed outdoor garden area. The nursery is registered on the Early Years Register. There are currently 160 children from seven months to four years of age on roll. The nursery support children with special educational needs and/or disabilities and those with English as an additional language. It receives funding for the provision of free early education sessions to children aged three and four years. Opening hours are from 7.30am to 6.00pm each weekday throughout the year. The nursery closes for Bank Holidays. There are 31 members of staff, including the manager who is supernumerary. Of these, over half hold appropriate early years qualifications. Meals are prepared on site by a cook. The nursery receives support from the Early Years and Childcare Service.

What the setting needs to do to improve further

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

- consider strengthening the range of equipment to provide increasing challenge to children in developing their physical skills through climbing.

Inspection judgements

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

Children thrive in the nursery as staff know them exceptionally well and support their development through a wide variety of fun, stimulating learning experiences. Children's key persons find out about their starting points through information shared by parents. They complete an early assessment sheet about children's development and then tailor planned activities to progress their learning. Staff carry out regular observations of children's learning and maintain comprehensively detailed learning journals for all children. Assessment is precise and ongoing and used to plan activities to progress children in all areas. Staff complete development summaries on their key children twice a year and share these with parents to keep them fully involved with their child's learning. They also share completed progress checks they make on children when they are two years old. The nursery encourages parents to share observations about their children's achievements at home. Staff also send home monthly 'activities for home' sheets with suggestions on how

parents can be further involved with their child's learning. Children's progress is closely tracked in each area against the developmental stages for their age so planning can be effective in supporting them to reach their maximum potential.

Children make excellent progress with their learning and development as they receive a high level of support from dedicated staff who have a clear understanding of how children learn. Staff respect children and acknowledge and value what they say. All children, including those with special educational needs and those who are learning English as an additional language, thoroughly enjoy themselves learning through play. Children's personal, social and emotional development is extremely good. They are confident learners who actively explore their environments and concentrate well as they engage in a wide variety of activities. Babies crawl to toys which interest them and show developing coordination as they pick up a rattle in each hand and shake it. Toddlers recognise and name objects they see, such as a tractor, and staff talk to them about what colour it is. They show an understanding of counting as staff begin to count the stairs as they go down to the garden and they correctly follow on from her, 'one, two' with 'three'.

Children show good imaginations as they engage in role play with toy figures and buildings. They initiate their own play as they set out resources for an indoor picnic with others. They organise their thoughts well as they confidently talk to staff and one another. Children show excitement in the sensory room as they watch bubbles going up a tube. Staff effectively support and extend learning by asking children what colours they can see. Children reinforce their understanding of positional language as staff encourage them to notice whether a toy fish is at the top or bottom of the tube. Staff enthusiasm inspires children to take part in activities. They sit and listen intently as staff read them a story about a fish. Staff make excellent use of different tones of voice to hold children's interest. They involve children in the story telling by providing them with opportunities to fill in the words at the end of sentences. Children confidently and enthusiastically do this using their recall of the familiar story, or picture clues, to help them. Children show an excellent understanding of letter/sound links. They use letter pebbles to make their name and staff challenge them to see if they can make simple words, such as dog and cat, from the pebbles. They achieve this and then confidently order the letters in sequence to make the alphabet. Children have fun as they spend their time purposefully engaging in a varied range of activities, playing exceptionally well both independently and with others.

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

Children's happiness and well-being are a high priority for staff. Excellent settling-in procedures enable children to move successfully into the nursery and between rooms as they get older. Parents spend time with their child's key person at initial settling-in sessions to share information about their child. When children move between rooms they have introductory visits and staff share a written record with parents about children's first five sessions. Children have extremely positive relationships with staff and each other. They amicably share resources and show care and consideration for each other. For example, children help each other to put their shoes on when leaving the sensory room. Children are polite and their behaviour is exemplary. Staff have an excellent understanding

of how to manage behaviour in a positive way. Children can choose whether they play indoors or outside and have easy access to an extensive range of quality resources which promote learning in all areas. Staff make very effective use of space to display children's artwork and educational posters to provide stimulating learning surroundings. The environment is rich in print, including words in other languages known to children attending. This helps children learn that print carries meaning and to feel a sense of belonging.

Children are extremely well supported in developing an understanding of a healthy lifestyle. They enjoy play in the fresh air, both in the outdoor and all weather gardens. Children have excellent opportunities to attend a variety of physical activity sessions which help them develop healthy bodies. Young children have ample room to practise crawling, walking and climbing on indoor equipment. Children also practise rolling, jumping and climbing on the soft play equipment in the sensory room, although there is no larger scale equipment to provide increasing challenge for older children with climbing. Children have a wide variety of healthy, balanced meals to suit their particular dietary requirements. They follow routine hygiene practice as they wash their hands before eating. Staff actively support children in developing their future skills in readiness for their next stage of learning. Children confidently use age appropriate cutlery as they feed themselves at lunch time. They take responsibility for their environment as they work together to tidy toys away before a change of activity. Children develop a strong understanding of safety through discussion with staff. Older children help risk assess their environment as they use a picture template to identify safety features in their room and outside.

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

The leadership and management of the nursery are exceptionally strong and they have an excellent understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Management give high priority to monitoring all areas of practice to ensure high standards are consistently maintained and practice continually improved to benefit all children. Rigorous and robust recruitment and induction procedures ensure all staff are vetted and suitable to work with children. Staff practice is monitored extremely well through ongoing supervision meetings and appraisals and continuing professional development is fully supported. Staff have an excellent understanding of the procedures to follow with any safeguarding concerns and of their duty to protect children. There are robust systems to deal with any allegations against members of staff. Excellent systems are in place so children are cared for in a safe, secure environment. For example, the premises are secure and monitored by close circuit television. A record is kept of visitors to the nursery, their identification checked and they are requested to leave any mobile phones securely locked in the manager's office.

Staff are professional, work exceedingly well together and demonstrate an overwhelming enthusiasm for their role in supporting children's learning and development. Meticulous record keeping systems enable staff to match planning to children's individual learning needs. Management also closely monitor children's learning. They compile data which

gives them a precise overview of the achievement of girls, boys, and children as a whole throughout the nursery in all learning areas. This monitoring system allows any gaps in achievement to be clearly identified and systems put in place to enable children to make maximum progress with their learning. The nursery establishes extremely positive partnerships with parents and others involved with children's care and education. A parent partnership group meets with senior nursery staff during the year to discuss practice and parents' views are also obtained through questionnaires. Parents speak highly of the nursery and say it is 'amazing' and 'wonderful'. The management have high expectations of nursery practice and there is an ongoing system of self-evaluation with a focus improvement plan in place. All nursery rooms also have monthly plans for improvement so that practice is continually enhanced to provide children with the best possible start with their development.

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	160645
Local authority	Surrey
Inspection number	909566
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	117
Number of children on roll	160
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	22/04/2010
Telephone number	01483 797966

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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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