

Busy Bees Day Nursery at Northwich

1 Kingsmead Square, Regency Way, NORTHWICH, Cheshire, CW9 8UW

Inspection date	02/04/2013
Previous inspection date	18/08/2011

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

- Children are extremely well motivated and readily engage in new learning experiences. Transitions to new rooms or learning situations are exceptionally well managed to support children's feelings of self-confidence.
- An excellent focus on early intervention has a very positive impact on children's overall development. Children who need some additional support are making excellent progress in all areas of learning, particularly in their social and language skills.
- Children explore the environment with confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Robust systems for observation, planning and assessment are in place. This ensures that the exemplary practice provides a range of challenging age and stage appropriate activities to capture children's interest.
- Exceptionally good relationships with parents help children to make progress, as staff work hard to ensure there is a joint approach to children's learning and they promote the importance of the home learning environment.

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 activities in all rooms and the outdoor learning environment.
- The inspector spoke to the management team, childcare and curriculum advisor for Busy Bees, staff and children throughout the inspection.
- The inspector conducted joint observations with the senior room manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full Report

Information about the setting

Busy Bees Day Nursery at Northwich was registered in 2007. It operates from purpose-built premises in a single storey building, close to local schools and shops in Northwich, Cheshire. The provision is accessible to all children. The provision is one of over 200 nurseries that are part of Busy Bees Day Nurseries Limited and serves the local and wider community. There are enclosed areas available for outdoor play. The provision opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 110 children on roll. The provision provides funded early education for three- and four-year-old children. It supports children with special needs and/or disabilities. The provision employs 18 members of staff, including the manager and a cook. Of these, 16 hold appropriate early years qualifications at level 2 and 3. One member of staff holds qualified teacher status.

What the setting needs to do to improve further

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

- consider enhancing opportunities for children to investigate the natural world further by, for example, providing more resources in the outdoor play area, such as chimes, streamers, windmills and bubbles.

Inspection judgements

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

Staff have an outstanding knowledge of the Early Years Foundation Stage and use this extremely well to support children in their learning and development. The environment is highly engaging and contains rich, varied and imaginative resources, which dynamically promote children's learning through a wide range of learning experiences. The nursery incorporates three rooms where staff care for babies, toddlers and pre-school children. This ensures that the rich resources and activities are age-appropriate. Each room has designated areas of learning, which inspires children to become highly motivated learners. For example, pre-school children plant seeds and talk about what they need to grow. They explore protecting the seed from cold, the food in the soil to make it grow, and the need for water and light. Staff introduce and discuss key words and concepts, skilfully extending children's language by modelling and posing questions such as 'what do seeds need to grow?' This teaching promotes children's language and recall skills and has a positive

impact on their capacity to learn.

The stimulating environment is bright and imaginative and significantly enhances children's learning as they access resources and engage in independent play. Children are extremely confident and self-assured and explore their surroundings with a very high level of enthusiasm. The environment is rich in print and children are encouraged to notice that text carries meaning. The outside area is very well resourced and imaginative, although there is scope to enrich the already excellent resources for children to explore and investigate the natural world. All areas of learning are exceptionally well promoted in the outdoors, which children enjoy accessing freely on a daily basis. Children delight in using a digging area as they search for worms and look for insects, or as they fill pots for seeds. The needs and interests of individual children are incorporated into planning activities that inspire and challenge children. Consequently, each individual child makes rapid progress. Staff make regular observations, speak with children to identify the next steps in their development. For example, children absorbed with role playing 'mummies and daddies' are supported by staff who ask open questions and extend and develop their play. This supports children's personal, social and emotional development through building on children's first-hand experiences.

Resources are stored on low-level shelving and storage units. Storage boxes have pictures of the contents attached. This allows children to make independent choices in their play and helps them when tidying up. Robust observation and assessment procedures monitor children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify next steps in children's development as staff are highly skilled in using a development tracker. Staff reference tracking grids frequently enabling them to clearly identify children's skills and assess if they are emerging, developing or embedded. Parents contribute to children's learning by undertaking observations at home and commenting in daily diaries. Staff have excellent partnerships with parents, which are developed through superb settling-in procedures and completing 'all about me' books. In addition, staff undertake baseline assessments, which identify children's developmental starting points upon entry. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept very well informed of their child's progress through parents' evenings, newsletters and daily verbal feedback. Each room has the name and photograph of each child on a pocket of information that parents check on a daily basis. A 'parent partnership' meeting is also held twice a year.

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

The key person system is very well established and staff have an excellent understanding of their roles and responsibilities to meet the needs of the children in their own key group. Consequently, children form strong attachments, enhancing their sense of security and belonging. The preparation and support given to children by staff through transitions to school or through the nursery to their new rooms is extensive. Their key person visits with them and they are sensitively encouraged to begin new relationships with the staff and the children. Therefore, children are very happy and settled in this nursery. Parents are consulted and the amount of time this takes is dependent on the parents' wishes and their

children's individual needs.

Babies' emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired, upset or need reassurance. As a result, their emotional needs are continually and meticulously met. Children are relaxed and confident due to the warm encouragement and nurturing care they receive from staff. Management and staff inspire the children to behave well as they take all opportunities to acknowledge their progress and achievements. Staff recognise and value special days, such as when children leave the nursery. This is acknowledged to ensure children feel hugely valued and very important, for example, the organisation of a 'graduation day'. Staff talk to children about how important talking and listening are and how they demonstrate excellent skill in doing this appropriately. This helps them prepare and develop skills for continued learning.

Comprehensive records are maintained, including accidents involving the children or medication administered. These are effectively shared with parents. Precise recording of children's allergies or food preferences ensure children's needs are met and respected. Children enjoy healthy and nutritious meals, such as fresh fish, peas and potatoes. A rota of four-weekly menus is displayed for parents who also try out some of the menus at home. Children develop an excellent understanding of how to stay healthy. At particular moments children are given individual responsibilities, such as helping to serve the lunch, and all children understand the need to help clear away afterwards. As a result, children develop self-esteem and a sense of real importance. Children learn good hygiene routines as they become older and their independence with regard to personal care is developed well.

Meal and snack times are very sociable occasions. Children sit together and are supported in participating in group discussions. Children learn about sharing and taking turns as they play games in small and large groups. Staff act as excellent role models and respond to children in a calm and polite manner which encourages children when they speak to each other and the staff. As a result, children are learning to treat others with respect and their manners and social skills are exemplary. Babies have many opportunities to develop their physical skills. They pull themselves to standing using low-level furniture and explore their environment with keen interest. Older children enjoy exercising in the outdoor spaces available. They skilfully climb, balance and learn how to manoeuvre wheeled toys, such as bicycles around objects. A wide range of equipment in the garden encourages children to negotiate space and to experiment confidently with different ways of moving.

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

Leaders and managers have consistently high expectations for the quality of care that is offered to children and families. All documentation and procedures are robustly reviewed and updated to ensure that all requirements of the Early Years Foundation Stage are exceptionally well met. A variety of audits are completed by the Busy Bees company staff, and some, such as a parental questionnaire, are independently commissioned. Extremely thorough reflective practice includes input from all members of the management team, all

staff, parents and carers, and children. A parent liaison group meets regularly and is able to ask questions or provide feedback from the parents. This information is used to contribute to improvement plans for the setting.

Management provide extensive supervision programmes that lead into the annual appraisals and inform staff training programmes. Monitoring of practice throughout the provision is exemplary with observation and peer assessment of practitioner practice. This excellent self-reflection on practice improves all aspects of the provision and demonstrates a strong drive to maintain the high levels of achievement. Safeguarding arrangements for children within the provision are very rigorous. All staff receive frequent training to ensure that they fully understand and follow the detailed procedures set out by the company head office. The manager has robust systems to monitor their implementation. Staff create an active environment which is welcoming, safe and stimulating where children engage in dynamic learning. Effective risk assessments are completed and camera security systems monitor the premises. All children are very secure and clearly enjoy their play and learning. They are becoming independent and self-assured. Consequently, when children move onto their next stage of learning they have high self-esteem and they are inquisitive and independent learners.

Partnerships with parents, other providers of the Early Years Foundation Stage and external agencies are a key strength. Exceptional attention to the importance of the key person system provides optimal support for children throughout their time in the setting and ensures they make very rapid progress. The provision involves parents and the extended family by inviting them to numerous events, celebrations and activities within the setting, such as the 'cooking club'. A series of meetings, newsletters and written and verbal feedback help parents to understand the key areas of children's learning. The staff work extremely closely with many external advisors and agencies and are firmly rooted in the community. Speech therapists, health visitors and local schools are just some examples of the expert practice and network of partnerships that have been established. Staff work closely with them to identify all children's needs. As a result, children make excellent progress in their learning and development.

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

Unique reference number	305146
Local authority	Cheshire West and Chester
Inspection number	909877
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	107
Number of children on roll	110
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	18/08/2011
Telephone number	01606 352614

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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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