

# Busy Bees Montessori Nursery

77 Park Road, RUSHDEN, Northamptonshire, NN10 0LH

<b>Inspection date</b>	03/04/2013
Previous inspection date	22/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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 inspirational nursery manager has brought about impressive improvements in all aspects of the nursery. Her motivational approach has enthused the staff team, who are appreciative of the positive atmosphere this has engendered across the nursery. She has a clear vision for the future and is fully supported by the professional, dedicated and hardworking staff team.
- A high quality curriculum, covering all areas of learning, successfully combines Montessori and mainstream early education and provides children with an excellent foundation to their learning. The meticulous approach to record keeping enables children to make impressive progress in their learning, while having fun. This helps prepare them for the move to school or the next step in their learning.
- Partnership working with parents is outstanding. Parents are exceptionally positive in praise of the nursery and the extent to which practice benefits children and enables them to make significant progress in their learning and development.
- Children with additional needs, and those speaking an additional language, are offered excellent support and make noteworthy progress. The role of the key person in offering them support is securely embedded in practice, and children are confident, happy and curious learners.

## 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 activities in the pre-school unit, under-three unit and outdoor area, including a joint observation with the manager of an activity to demonstrate the setting's inclusive practice and the support given to children's personal, social and emotional development.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day, as well as information included in the setting's own parent survey.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

Busy Bees Montessori Nursery was registered in 1991 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is situated close to the centre of Rushden, Northamptonshire. Children attend from the local area and surrounding towns and villages. It is accessible to all children and there is an enclosed area available for outdoor play.

The setting employs 24 members of childcare staff. Of these, two hold appropriate qualifications at level 4, 13 at level 3 and four at level 2. The remainder are working towards a level 3 qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 111 children attending who are in the early years age group. The setting provides funded early education places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting receives support from the local authority and follow their settings improvement scheme. They are a member of the National Day Nurseries Association.

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

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

- continue to develop the effective use of outdoors, including trips and walks around the local neighbourhood, to strengthen and deepen children's awareness of their surroundings and where they live.

## Inspection judgements

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

Children are enthusiastic and highly motivated to learn at this stimulating nursery. Their individual needs are prioritised and, together with their interests, are used to guide and inform their development. Practitioners have a comprehensive understanding of both the Early Years Foundation Stage Framework and Montessori teaching methods. This enables them to successfully combine the two and be very confident in their delivery of a high quality curriculum. They are knowledgeable about the aims and objectives of planned activities and, as a result, children gain confidence and skills that prepare them extremely

well for the move to school. Practitioners know children across the nursery extremely well and identify their individual needs by making systematic observations. They use these to plan children's next steps in learning along with specific activities that promote their rapid progress towards the early learning goals.

Practitioners across the nursery have worked exceptionally hard to embed the revised Early Years Foundation Stage learning and development requirements within daily practice. This enables children to enjoy a stimulating and varied range of activities that reflect their individual interests. Planning is accurate, observations are of high quality and children's development folders show they reach expected levels of development for their age, and in many cases exceed them. The nursery manager is involved in a pilot scheme for the review of two-year-old provision and, as a result, the procedure for the written progress check for children aged two is securely embedded in practice. A number of these assessments have been completed and parents have been fully involved.

An exceptional range of approaches have successfully engaged parents in their children's learning. For example, the nursery run frequent stay and play sessions during which parents see how their children learn through play. Parents speak very highly of the 'weekly education forecast' which is sent out. This explains what children have been learning and how parents can further support their child's development within the home learning environment. Monthly newsletters also keep parents informed about the wide range of forthcoming planned themes and activities. Every child has a 'purple bag' which they can use to take books home in, or bring books in from home to read. This initiative, and liaison with local schools with regard to which reading scheme to use for those children ready to read, helps promote children's literacy and vocabulary.

Sessions in the dedicated Montessori room offer each child quiet, focussed learning opportunities and one-to-one time with the Montessori trained practitioner. A highly positive and proactive approach is taken with children who use, or transfer to or from, another setting, to ensure that children are offered a consistent learning experience. For example, children's development folders are forwarded with parental consent and the child's key person is contacted. The nursery welcomes exchanges of information with grandparents, childminders and other carers who collect children, which also has a positive impact on children's nursery experience.

Children have wonderful fun in the stimulating, well-resourced outdoor classroom. They relish a game of 'What's the time, Mr Wolf?' and the skilled practitioner makes it a fun-filled learning experience for the many children who join in. They count, and repeat the familiar phrases as they anticipate when the 'wolf' will turn around, squealing with delight. They enjoy climbing up the steps and coming down the slide, playing in the home corner 'cooking' and 'ironing', and use a selection of wheeled toys, from push-a-long scooters to tricycles with pedals. Much learning takes place in the outdoors, with entire days spent exploring, being active and enjoying the fresh air. Children love to go bug hunting and watch the caterpillars they find turn into chrysalis and butterflies in the jars they suspend from the nursery ceiling. They grow soft fruits and vegetables in the raised growing beds, and learn how these contribute to a healthy diet. In the winter, they enjoy growing activities inside. For example, children plant cress seeds and watch them sprout, marvelling at how quickly this happens. The nursery have recently introduced a 'Tiny

Cooks' programme where parents and children cook together. This is linked to the 'Eatwell plate' initiative and helps children develop their understanding of healthy eating and portion sizes. Practitioners think of creative ways to encourage children to learn about letter formation and to develop their vocabulary. For example, a group of pre-school children use individual trays of brightly coloured sand, in which they trace the letters of their names. One child watches in wonder as the sun, shining in through the window, makes the sand glitter and sparkle, commenting on this before carrying on. She and the practitioner discuss why this happens, helping the child learn about cause and effect through this spontaneous event. Children who speak an additional language are offered excellent support through the use of initiatives, such as Penpal, and the multi-lingual practitioner the nursery employs. Children are also offered support, if needed, through close liaison between the nursery, parents and speech and language therapists. Throughout the nursery children confidently initiate conversations with their peers and practitioners and use language inventively to embellish role play scenarios. For example, they sing rhymes as they 'fish' with a net in the water tray and repeat phrases as they stir the water with the long wooden poles they have chosen to play with. Such initiatives enable all children in the nursery to make excellent progress with their communication and language skills. Practitioners offer children varied opportunities to celebrate different cultural festivals from around the world, such as Chinese New Year and Mother's Day.

Great emphasis is placed on the benefit to children of active learning and learning in the outdoors. The outdoor classroom has been developed and further improvements are planned. Children enjoy much of their learning in this space and benefit from the use of natural resources, such as bamboo guttering and digging areas, which helps them to learn about the world they live in. However, there is scope to extend the amount of regular outings organised within their local area, in order to strengthen and enhance children's positive views about their local community and the area in which they live. Children's achievements and efforts are captured by practitioners who take photographs and display them around the rooms, which help to develop children's self-esteem. They use the information gathered to plan for children's future learning and seek to follow and reflect the children's interests.

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

Children are secure, settled and very happy in this vibrant nursery. They develop close, affectionate relationships with their key person, who helps them develop the confidence with which to explore their surroundings and increase their independence. Children enjoy friendly and close relationships with all practitioners who know them well, greeting them by name and asking them about their day or the activity they are involved in. Key persons are skilled at recognising what individual children need. For example, a child who is fairly new to the nursery is encouraged to interact with a number of practitioners to ensure their individual needs are met, in case the key person is ever away. When children first start at the nursery, they are introduced to the routines, at a pace which suits both them and their family. Initial enquiries are followed up by a tour of the nursery with the manager, who carefully and fully explains the nursery ethos. Two introductory visits are offered, during which parents can choose to either stay with their child or leave, depending on how

confident the child and parent feel. These individualised settling in procedures work extremely well for both children and their parents. For example, information gathered from the parents' of babies ensures that, as much as possible, the baby's home routine is followed. Parents are also encouraged to bring in a familiar blanket from home to help comfort young children. These positive steps help to make the transition from home to the nursery much easier. Practitioners demonstrate significant skills in helping children settle, offering them cuddles, reassurance and diverting their attention to interesting activities. This quickly enables children to gain confidence and feel at home in their environment. Parents comment very positively that they feel the settling-in process is handled very effectively, with their child's key person being identified early so that close relationships help to ease the transition for both them and their child.

A high proportion of parents attend the many sessions the setting offer to help them learn about the nursery and what their children do while there. They are regularly offered stay and play sessions, such as 'Cardboard Monday' and 'Cook your own food day', which offer them the opportunity to interact with their child and meet other parents. The Montessori approach is introduced during the pre-start visits and the integrated approach taken is explained. They are also offered 'Sunday Fundays' and celebrate occasions, such as national 'Mud Day'.

Children's behaviour is exceptionally praiseworthy, with any minor issues being dealt with skilfully by practitioners. Children are routinely encouraged to behave well, and the nursery's 'golden rules' of 'walking feet, kind hands and listening ears' remind children about expectations. The 'wow' boards outside each room further celebrates children's achievements and parents readily contribute information about their successes at home. Children learn to respect one another and the environment through activities that promote their understanding. For example, they help to prepare for mealtimes, enjoy being the 'special helper' each day, learn about recycling and tidy resources away after use. Through the Montessori approach, children develop independence and the ability to think for themselves. For example, they create an ordered tower after listening to instructions and discuss the difference in sounds made when clapping with, and without, a sock on their hands. Children learn to manage their personal needs extremely well. For example, older children wipe their noses with tissues and dress for outdoor play unsupported. The nappy change areas and toilets have recently been moved to be within care rooms, to ensure that neither children nor practitioners are isolated. High quality practice ensures that children's individual needs are met and germs do not spread. The utmost priority is given to children's safety through comprehensive risk assessments, which are monitored and revised in response to any events or new information. The fire drill is practised monthly, on different days and at different times, to ensure all children are familiar with the procedure to be followed. Children begin to relate this to real life situations during visits from a Dad at the nursery who is a fireman.

Children enjoy a very healthy, nutritious and varied menu of food, which is offered on a four week rotation and changed every five months. The days on which foods are offer are also changed each week to ensure children attending on certain days do not eat the same foods each week. All food is freshly prepared each day by the nursery cook, from organic produce and anything not consumed is thrown away. Children enjoy a wide variety of foods and individual dietary requirements are carefully followed. For example, details of

children who have food allergies are recorded on a list in the kitchen and the cook uses a 'blue plate' system to identify their food to practitioners and ensure it reaches them safely. Each child also has their own placemat which has green edging to denote no allergies and red edging to show a child does have allergies or can only eat certain foods. The centre of the placemat shows further details to identify the child and each mat is dishwasher proof and washed regularly. The nursery cook has completed advanced food hygiene training and the majority of practitioners are food hygiene trained. This ensures that practice in relation to food is careful planned and assures children's good health and safety.

Children develop a high level of understanding about the importance of a healthy diet and the benefit of exercise. This is due to the highly nutritious food and snacks they enjoy, and the wide range of activities offered, such as cooking, dancing and daily outdoor play. The manager is dedicated to the promotion of healthy eating and has introduced the 'Tiny tots' cookery programme during which parents and children cook together. This is based on the 'Eatwell plate' initiative and has been well received by parents and children alike. A member of staff has individual responsibility for healthy eating and shares information with practitioners and parents about how to create nutritious meals for themselves and their children. Cooking is part of the curriculum provided each week and offers children the opportunity to learn many different skills. For example, they learn about weights and measures and how to safely handle utensils.

Children's safety is given an extremely high priority. Risk assessment is taken very seriously and completed meticulously to ensure that the environment offers children a safe, secure place within which to play and learn. Any serious incidents prompt an immediate review of the associated risk assessment and policy or procedure, and practice is amended, if necessary. Practitioners are vigilant in their care and monitoring of children throughout the nursery day as they follow thoughtfully established routines to keep them safe. For example, children hold onto brightly coloured straps as they cross the car park to the play area, which is not used after 3.30pm in the winter months to ensure their safety. Security arrangements are followed carefully and visitors sign in and out.

Through a combination of high quality Montessori and mainstream early years equipment and resources, children's all-round development is supported to a very high level. The stimulating and friendly environment offers children diverse and interesting opportunities which help develop their independence and support them in becoming capable, confident learners. Improvements since the last inspection mean children can access resources themselves and practitioners support children to think carefully about what they want and need to enhance their play.

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

The impact of the inspirational and motivated manager is evident throughout this outstanding nursery. The manager is passionate about her role and takes the responsibility she holds seriously. She is dedicated to improving the lives of children and ensuring they achieve the very best in their time at the nursery. Parents speak highly of

how accessible she is and of the difference she has made within the nursery. Practitioners praise the change she has brought about and value the leadership she provides. In turn, the manager values the staff team and is proactive in ensuring their continual professional development benefits both them as individuals and the nursery performance as a whole. She recognises the individual skills of practitioners, knows them well and rewards dedication and hard work. She acts as an outstanding role model for practitioners within the nursery and, often works within rooms and is a visible presence within the setting.

There is a rigorous, widely understood system for monitoring and evaluating the educational programmes. This ensures that children make the best progress possible and that their individual needs are met. Bi-monthly whole staff meetings take place and monthly room meetings. All staff have regular supervision meetings and there is a system in place for annual appraisals. Underperformance is challenged and dealt with swiftly. The manager has introduced a system of colour coded documentation which denotes matters of importance for the staff team. A comprehensive training plan is part of this process and is regularly monitored and updated to ensure that practitioners regularly update their knowledge and skills. This ensures that the high quality practice on offer within the nursery remains current and benefits all children attending.

The manager has a clear vision for the future of the nursery and strives for excellence in all the nursery does. She is committed to a number of improvements and has an action plan which is updated regularly. Through rigorous and effective self-evaluation she sets achievable goals and ensures they are met within defined timescales. Of particular note is the manager's proactive stance with regard to building links with the local community and other settings. The nursery now work closely with their local children's centre and children at the nursery join in local and national charitable events. The manager is also on the steering committee for a group considering the success of the pilot scheme for children aged two, which has resulted in health visitors starting to deliver the two-year-old health check from the nursery.

The nursery works closely with other professionals to ensure that children receive timely and appropriate support to meet their individual needs. For example, extremely close relationships have been built with the Speech and language therapists, the Area SENCO and Portage. Children's transition to school is smoothed and eased through close liaison and sharing information with school teaching staff, and the nursery manager is keen to share good practice and regularly welcomes staff from different settings to share documentation and ideas for improvements to practice. A unique feature of the nursery is that it has its own parent forum, which is a rich source of ideas for improving practice. It was from this group that the weekly education forecast grew. This is greatly appreciated by parents who value the information it provides as it enables them to support their children's learning and development at home. Parents spoken to were exceptionally positive in praise of the nursery and staff team. All were extremely happy with the care and education provided. They particularly commented on the staff who are 'brilliant', 'friendly and make you feel welcome' and offer children 'very good care and education'. They also feel the manager and deputies are 'very approachable', 'have an open door policy' and provide excellent support for them as parents. Many parents like the structure of this 'child-friendly' setting and feel the Montessori approach encourages children's independence and confidence, with one parent commenting her child has 'made so much



progress since coming here'. Feedback in the form of the daily communication book is 'very useful' and practitioners give parents 'time and discuss the child's day and progress they have made'. Parents are offered many different ways to communicate with the nursery and many like the use of electronic mail and social media, which are highly effective. All parents said they would recommend the setting to others. All aspects of the setting are highly organised which reflects the management and organisational style.

The supporting documentation covering all areas exceeds requirements, is professionally presented, accurately completed and stored confidentially to protect children's identity. There is a comprehensive range of policies and procedures in place to further safeguard children, such as ensuring mobile telephones and cameras are not used within the setting. All staff undertake child protection training, and a deep understanding of roles and responsibilities, ensures children are protected in the event of any concerns.

### **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

<b>Unique reference number</b>	EY240142
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	906205
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	96
<b>Number of children on roll</b>	111
<b>Name of provider</b>	Magic Nurseries Limited
<b>Date of previous inspection</b>	22/03/2011
<b>Telephone number</b>	01933 410 544

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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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