

Busy Bees at Norwich and Norfolk University Hospital

Busy Bees Nursery, Colney Lane, Colney, Norwich, Norfolk, NR4 7UX

Inspection date	12/04/2013
Previous inspection date	10/12/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Partnerships with parents are highly effective as staff are deeply committed to working together with them to ensure excellent continuity of care and learning for children.
- The key person system is implemented exceptionally well to ensure that each child's individual needs are effectively met.
- Children are extremely confident and self-assured. Staff actively encourage children to learn to play safely in the nursery.
- Children's language and communication skills are given very high priority. Staff encourage children in conversation, helping them to develop their vocabulary and become skilful communicators.
- Observation and assessment of children's learning is used exceptionally well to plan for their next steps. Staff have an exceptionally good understanding of how children learn and plan extremely effectively to ensure an excellent balance across the areas of learning.

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 activities in each of the classrooms across the nursery and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Busy Bees at Norfolk and Norwich University Hospital was registered in 2005 and is part of the Busy Bees chain of nurseries. It is registered on the Early Years Register. The nursery operates from purpose-built premises on the site of the Norfolk and Norwich University Hospital. Children under the age of two years occupy rooms on the ground floor and older children are cared for on the first floor. The premises is easily accessible, with lift or stair access to the first floor. A fully enclosed garden is available for outdoor play. The nursery provides care for children in the locality. Hospital staff members are given priority access for nursery places.

The nursery employs 35 members of childcare staff. Of these, two staff have a relevant early years qualification at level 6, two are qualified at level 5, two hold a qualification at level 4 and 23 are qualified at level 3. The nursery opens from Monday to Friday, all year round, apart from bank holidays. Sessions are from 7.30am until 6.30pm. Parents, who are employed by the Hospital Trust can request an earlier start of 7am. Half-day sessions also offered from 7.30am to 1pm and 1pm to 6.30pm. Children attend for a variety of sessions. There are currently 204 children on roll.

The nursery provides funded early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the consistency with which children across the nursery have access to programmable toys and information and communication technology.

Inspection judgements

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

Children are extremely well supported to acquire the skills and capacity to develop and learn effectively and be ready for the next stages in their learning. The quality of teaching is of exceptional quality across the nursery. This is particularly so in the pre-school room, where children are provided with optimal challenge that significantly enhances their learning. Staff know the children very well and plan effectively for the next steps in their learning and development. Observation is effective and precisely assessed to ensure that planning is meeting children's individual needs. As a result, children are making rapid

progress in their learning and progressing well within the expected development bands for their age. Parents are actively encouraged to contribute effectively to their children's learning, both in the setting and at home.

Children are highly motivated to learn in this welcoming and inclusive nursery. Staff respond exceptionally well to children's interests and are actively engaged in their play, talking to them about what they are doing, supporting them in their play and helping them to persevere when the activity gets difficult. Children have a very good sense of belonging and are extremely confident to talk to others about their own interests and opinions. Younger children explore the exciting toys and resources, confident that a familiar adult is nearby. Children show high levels of concern for each other and learn to respect the customs and beliefs of our multi-cultural society, through the worthwhile range of positive resources available to them. Staff recognise and strongly value all languages spoken by children, parents and other staff. High regard is given to promoting children's home languages, through displaying lists and labels in their home languages and providing opportunities for them to hear rhymes, songs and stories in languages other than English. Staff work extremely well with parents to learn words to support communication in English with children.

Staff respond exceptionally well to the babbles and gestures of babies, copying their sounds in turn-taking 'conversation'. Children are beginning to recall and talk about events in their own experience. Staff encourage children to talk about their own home and family life as well as recalling experiences in the nursery. They follow children's lead to talk about what they are interested in. They show, and pay good attention, to the words children use to communicate and describe their experiences. Children are beginning to talk about people, who are not present and are able to hold conversations. Staff model taking turns in conversation, encouraging and repeating individual words for children to copy. Children enjoy songs and rhymes and staff encourage parents to share songs and rhymes in their home language in the nursery. These activities give excellent support to the children's developing communication and language skills. Children play imaginatively and hold imaginary conversations on the pretend telephones. They have good access to role play technology, such as, non-working keyboards, telephones and kitchen equipment. Programmable toys and information and communication technology are not used quite so extensively across the nursery, to enable children to consistently access and use electronic equipment.

Staff create an environment rich in print and effectively support children's developing interest in the written word. Children show an interest in print in the environment and know that print carries meaning. They enjoy books and look at them independently. Staff read stories when children request them, snuggling up in the book area together. They provide picture books and opportunities to read and tell stories to children. Staff ask questions about the illustrations and give children time to process the questions before answering. Children respond well and readily point out items of interest in the illustrations, for example, pointing out the boots in a story about goslings and confidently naming the colour. Staff provide story sacks for parents to take home and share with their children. This encourages parents to use books and talk about stories with their children. The story sacks are well resourced and planned around stories that children particularly enjoy in nursery. Older children are supported to see, recognise and write their own name.

Children are developing a very good awareness of number as they are able to see numbers in the environment and staff use numbers in everyday play and routine situations.

Staff arouse children's awareness of the natural world through providing interesting activities to promote living and growing. Children across the whole nursery are involved in caring for the nursery garden where they grow fruit and vegetables that are then used in cooking activities. They are provided with daily opportunities to play outdoors. Staff provide a wide variety of wheeled toys for children to explore. As a result, children use wheeled toys confidently. Older children can pedal tricycles independently and enjoy taking dolls for a walk in the buggies, stopping, starting and changing direction with ease to avoid obstacles. Children are encouraged to be active indoors as well as outside. Staff enthusiastically use flashcards to identify animals, modes of transport and ways of moving to encourage children into taking part in active play. As a result, children jump, hop and skip well. They enjoy imitating animals, such as a monkey and a swimming dolphin and imitate animal sounds. Children's hand-eye coordination is developing well.

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

Children's transition to being in the nursery is managed very well. The key person system is well established, ensuring that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. Staff are highly sensitive in helping children build secure emotional attachments. They provide a caring and secure base from which children can build confidence and independence. As a result, children have very good bonds with staff and are building friendships with each other. Children are effectively supported by their key person to move from one room to the next and embrace new experiences with confidence. This prepares them very well for the next stage in their learning and development, such as moving on to school.

Staff are excellent role models and as a result, children behave exceedingly well. Consistent boundaries are in place to help children know what is expected of them. They readily share and take turns with popular resources, are helped to play harmoniously together and have respect for each other's needs and feelings. Any unwanted behaviour is managed sensitively taking into account children's age and level of understanding. Even very young children seek out others to share experiences. Outdoor play is actively encouraged and staff plan for all areas of learning in the garden. This cannot be free-flow for older children as their rooms are based on the first floor. However, outdoor play is timetabled to enable all children to have frequent, daily opportunities to be outside.

Children are extremely confident and show very good levels of independence for their age, as a result of exceptional staff practice and a carefully organised and stimulating learning environment. High priority is given to supporting children's growing understanding of how to keep themselves safe and healthy. Children are shown how to use scissors safely and older children carry out their own risk assessments, using photographs and a simple tick or cross system to determine if the environment is safe. Older children talk confidently about the fire drill and also what they would do if an intruder got into the garden. The

emergency evacuation procedure is practised regularly, to ensure that everyone knows what to do to keep themselves safe. All children are helped to take responsibility for their personal hygiene. Children's individual care routines are met very well. Staff talk to parents about the individual routines of younger children, with regard to sleeping and feeding. Established routines are continued, to promote continuity of care.

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

Management and staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and implement it well, achieving exemplary standards. They ensure that they are effectively meeting the learning and development needs of all children, through extremely precise planning and assessment and rigorously promoting inclusion in all routines and activities. Management motivate staff in the pursuit of excellence. Staff are actively contributing to reflective practice and self-evaluation. As a result, priorities for improvement are accurately identified and an action plan for development is in place, which is challenging, clear and achievable.

The nursery premises are safe and secure to protect children from intruders. Thorough risk assessments are carried out to ensure that hazards to children are identified. Effective steps are taken to limit risks, so that children can play safely indoors and outside. Staff fully understand their responsibilities to safeguard the welfare of children. Arrangements for safeguarding children are highly effective and a clear child protection procedure is in place, which is fully understood by staff. This ensures that the welfare of children is prioritised at all times. A record is maintained to show that all staff have an enhanced disclosure issued by the Criminal Records Bureau. A precisely focussed and targeted programme of staff supervision and appraisal, enables staff and management to identify staff strengths and training needs. All staff are actively encouraged in their own professional development to further improve their already high level of skill and knowledge.

Staff have exceptional relationships with parents. Partnerships are friendly and trusting. A successful 'parents' forum' has been established to provide parents with opportunities to share their views and contribute to the continuing development of the nursery. Forum members are happy for their contact details to be shared with new parents, to provide a network of support for parents, who may be leaving their children for the first time. Parents are extremely happy with the care and support given to them and their children. They report that staff are highly motivated, caring and meticulously share information about their child's day and their learning and development. They are actively encouraged to remain involved in their children's learning. Staff maintain exceedingly close contact with parents, to ensure children's health and well-being is promoted and sustained. Children's needs are identified well. Highly effective links are made with external agencies, to secure the support that children need to make the best possible progress that they can in their learning and 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	EY305861
Local authority	Norfolk
Inspection number	907919
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	114
Number of children on roll	204
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	10/12/2008
Telephone number	01603 507776

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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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Piccadilly Gate
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