

Busy Bees at Milford School

Dungannon Road, NOTTINGHAM, Nottinghamshire, NG11 9BT

Inspection date	11/04/2013
Previous inspection date	19/09/2008

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

- Staff have an excellent knowledge of how children learn, and provide a rich varied and imaginative educational programme, with precise observation, assessment and planning for individual children. As a result, children make outstanding progress in their learning and development.
- All children make significant progress in their learning given their starting points and capabilities because they receive highly individualised levels of support.
- Partnerships with parents and other professionals are highly effective in ensuring children receive specific and individualised care appropriate to their needs. Children are supported extremely well as they move to new rooms to promote continuity of care and learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice which enhances the high standards of care and learning for children.
- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment. They show superb cooperative skills when playing together.

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 spoke with the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents and children through discussion and documents.

Inspector

Patricia Bowler

Full Report

Information about the setting

Busy Bees at Milford School was registered in 2004 and is part of Busy Bees Nurseries Limited. It is registered on the Early Years Register. It is situated in a purpose built premises in the grounds of Milford Primary School in Clifton, Nottinghamshire. The nursery serves the local area and is accessible to all children. It operates from five rooms with access to fully enclosed areas available for outdoor play.

The nursery employs 22 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 4. The manager and two other staff member are working towards a Foundation degree in Early Years.

The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 74 children attending who are in the early years age group. The nursery provides funded early education 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 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 already strong system for transition, for example, by providing a photograph album showing key features of where children are moving to.

Inspection judgements

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

Children are supported by qualified and knowledgeable staff in a warm welcoming environment, which is rich in vibrant resources to help inspire children's learning and development. They make excellent progress in all areas of their learning because staff know them well and provide highly individualised care which supports their progress. Before children start, the nursery gathers vital information through an exemplary settling-in procedure. This involves meetings with key persons to share detailed information and visits with and without parents. A period of five sessions is closely monitored by staff and shared with parents to provide an accurate assessment of children, in order to reach agreed starting points for their learning and development.

Children commencing in the baby room receive excellent care in a calm, nurturing environment where their individual care routines are meticulously followed. Their early

skills are promoted through visual stimuli and a range of exciting resources to promote curiosity and exploration, including hand-activated elements to twist, turn and lift. Physical development is enhanced as children pull to standing to investigate enticing resources on low level shelves. Babies experience sensory play as they explore with paint and water. They develop hand-eye coordination by grasping tools, and express sheer delight as they investigate the paint on their fingers. An adjoining outdoor area with children in the next age group allows them to mix with older children and forge relationships with staff who will become key persons as they progress through the nursery. This ensures times of transition are carefully planned to ease children's experiences at times of change.

Staff know and understand how to provide highly individualised care to support children in their learning and development. Expectations are high in all rooms, which are exceptionally well resourced to meet the ages and developmental stages of the children cared for. A balance of child and adult-initiated activities enable them to make active choices, moving with confidence and curiosity to steer their own play. Planning is tailored to children's interests as staff listen and respond to their ideas. Those in pre-school sit on the Children's Council, meeting with the manager to voice their preferences and ideas for improvement. Minutes are recorded and displayed within the nursery. A request for the next meeting is to invite the chef, so children can discuss future menus and join in discussion about healthy options.

Children progressing from the baby room enjoy a range of excellent outdoor activities. One room is shared with babies whilst the next room is shared by children aged two to three years. The highly effective organisation ensures a smooth transition throughout the whole nursery. The two younger age groups from 12 to 24 months join together through a connecting door to enjoy activities together, including Block Play. This is a Busy Bee initiative for children under two years using wooden bricks and blocks of differing size, width and breadth. Children can follow picture designs or build their own creations. This is effectively supported by staff who know when to observe and when to intervene. A child, beginning to show frustration at not being able to reach to add more blocks to a tower built on the cupboard surface, is sensitively moved to the carpet. Delight is expressed as a higher tower is achieved and efforts are acknowledged by staff.

Children throughout the nursery engage in a Wake and Shake initiative to promote physical development. A five minute programme with music and actions is enjoyed by children aged two to five years as they stretch, jump and dance enthusiastically with staff who join in to act as positive role models.

The outdoor areas are accessible to all age groups providing opportunities to play outside as they choose. This is a particular focus for children aged over three years. They speak eagerly about planting activities and produce they have grown and eaten. Further plans are established for this year's produce. This will link into the 'Cook with Me' initiative which older children follow, cooking at least once a week. Three children join a staff member to make icing for a cake already made to celebrate the Queen's forthcoming birthday. They laugh with the staff member recalling how she had tried to colour the cake mixture blue. As this was already yellow, it had turned green when the blue colouring was added. This provoked children to think about other colour combinations. Children use scales to weigh ingredients, talking about 'big numbers' as they weigh 350 grams. Children are adept at

pouring, mixing and calculating as they develop knowledge of mathematical concepts. Staff ask questions which feed their imagination, extending their thinking and spoken language. They discuss charitable product issues as they recognise symbols on products, and talk about food issues across the world, including a recent outing to the local supermarket to seek out related products. Consequently, children are learning about world issues. They also bring food donations and know these are distributed to those in need within the local community. Children learn about sustainability through recycling and make regular trips to local recycling banks.

The whole nursery is vibrant in promoting written text. Children recognise their names and use cards to copy and identify their creative work. They listen intently to an excellently narrated story and join enthusiastically in rhymes and action songs.

Teaching is highly effective because staff communicate with parents to obtain important information about children's learning. Strong relationships are established with key persons as they complete initial information documents when children start at the nursery. They meet regularly to share progress so this can be supported at home. Parent views are highly valued, particularly as children move through the nursery. This occurs when children are developmentally ready, and with close communication involving parents, the current key person and the key person in the next room. The joint decisions and visits made when key persons accompany children before withdrawing, ensure secure bonds and attachments are maintained and children settle and move on in their learning and development. Staff are vigilant in ensuring all children reach their maximum potential. They work effectively with any other agencies involved with children to ensure those, for example, with additional needs receive consistency of care and learning. The speaking skills of all children are developing very well as staff also use non-verbal communication effectively. Children who speak English as an additional language are encouraged by staff to use their home language, as well as to speak English as they play, and this fully supports their language development at home as well as in the setting.

Personal, social and emotional development lies at the heart of children's learning. Staff are skilled in allowing children to create their own play situations, providing a wealth of opportunities for children to make friends with other children. This has a positive effect on their ability to form relationships and also helps children develop an understanding of the needs of others. Independence is promoted through storing toys and resources at a low level so children can, choose, instigate or add to activities. Self-help and personal care is addressed independently, as staff trust and support children to carry out well learnt routines.

Staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Learning journeys are used superbly to record and identify children's consistent progress.

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

Children are supported by highly skilled staff whose prime role is to ensure they settle and form caring relationships in, what for many is, their first step away from home. Although allocated to a key person, who remains their prime carer, they build relationships with all staff members in their rooms. This ensures continuity of care in the instance of absences. Staff consistently meet the care needs of each child and respond sensitively to them as individuals. The needs of children ready to move to older age groups are considered and organised to meet theirs and parent's needs. Arrangements for the transition to school are well-established and make sure children are exceptionally well prepared for the changes in routine. For example, those children getting ready to move on to school engage in 'Graduation Fortnight', where they bring in a change of clothes to practise getting dressed for physical education and have a packed lunch, if parents have chosen this option for school. School uniforms, reflecting those of local schools, are provided as part of children's dressing-up clothes, and visits are arranged from reception class teachers and to local schools. These carefully considered initiatives, make sure that children receive an excellent level of emotional and practical support to help them prepare for their move into full-time education.

An emphasis on developing self-care and independence means children are able to address their personal care needs. Communication and language development is encouraged in small groups and individually with staff. The specific areas of learning are met so that children are ready to progress in literacy and mathematics, and so develop the skills they will need at school. Children are confident to express their creativity and understand difference in their knowledge and understanding of other cultures and traditions, as they have celebrated these on appropriate occasions.

Children's care is managed highly efficiently. Parents of babies provide nappies and creams so they are not exposed to unfamiliar products and careful attention is applied during weaning processes. Consequently, their health is supported exceptionally well in their first year. All children enjoy healthy, nutritious foods at snack and mealtimes. Specific dietary needs are discussed and recorded and staff ensure these are met as they inform the chef who presents alternatives to match the main menu. Children eat well, asking for second helpings, for which there is plenty.

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they know to walk indoors and older children help to tidy away and pick up things which they drop so 'no one falls over them'. Children's well-being is addressed well and parents are provided with clear detail on staff practice in relation to policies for safety, illness and accidents. Children enjoy activities equally indoors and outdoors, choosing where they prefer to play. Consequently, their physical development is fostered very effectively.

The nursery has a strong commitment to encouraging positive behaviour through praise and positive actions. A precise policy and the monitoring of staffs' working practices has been established to ensure any negative behaviour is managed in ways that sensitively help children to understand and manage their own behaviour.

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

Children's safety is paramount and supported by staff who are knowledgeable in safeguarding procedures. They know precisely the steps to take should they have concerns about children or those caring for them. Robust recruitment procedures ensure staff meet the requirements of the Statutory Framework for the Early Years Foundation Stage because they are qualified and experienced to do so. Monitoring of staffs' working practice is addressed through induction and appraisals to ensure they remain suitable to work with children and understand their responsibilities. Therefore, children are protected from harm and any issue relating to staff conduct is quickly and effectively addressed.

Comprehensive policies and procedures work highly effectively to ensure exceptional care meets children's individual needs. Those in charge have high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and staff identify strengths and drive improvement. The manager is inspirational in motivating the dedicated staff team to work towards and sustain ambitious targets. High expectations are embedded across all areas and, consequently, outcomes in children's achievements and well-being are outstanding.

Parents play a vital role in the nursery. A Parents Group of four meets regularly with the manager to share parent views. Other parents are aware of this group through the detailed prospectus, giving them opportunities to pass on their ideas and suggestions to take forward to meetings. As a result, parents make exceptionally positive comments about the nursery and speak highly of the committed, professional and caring attributes of the manager and staff. They say they feel they can approach staff at any time and acknowledge their high level of involvement in their child's care and learning.

Learning and development is maintained at a high level through effective planning and monitoring of children's progress. Activities based on, and including, children's ideas enable them to make rapid progress and prepare them well for their next steps, whether this be progression through the nursery, or as they move into school.

The setting works effectively with others, such as health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in home languages. Links with local schools are well-established and support children very well as they progress in their education, although, there is scope to enhance this further with, for example, a photograph album showing key features of transition times, which children can discuss, explore and re-visit.

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	EY288008
Local authority	Nottingham City
Inspection number	908126
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	74
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	19/09/2008
Telephone number	0115 9847882

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Type of provision

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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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