

Busy Bees Day Nursery at Bishops Stortford

Turners Crescent, St Michaels Mead, Bishops Stortford, HERTFORDSHIRE, CM23 4FZ

Inspection date	04/04/2013
Previous inspection date	24/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage children in purposeful play. The staff provide interesting and stimulating activities that successfully support children's development and progress.
- Partnerships with parents, external agencies and other providers are well established and are highly effective in providing for children's learning and individual needs. This joint working contributes to the good progress made by children.
- The manager provides strong and effective leadership; there is a clear commitment to improve the nursery provision through setting ambitious targets and a carefully prepared action plan.
- The successful implementation of the key person system enhances the relationship with children and their families. Children develop secure trusting relationships with their key person and other nursery staff.

It is not yet outstanding because

- The interesting and stimulating outdoor area does not always provide challenging learning experiences for children.

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 the play rooms and the outdoor areas.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Bird

Full Report

Information about the setting

Busy Bees Day Nursery at Bishops Stortford was registered in 1999. It is on the Early Years Register and the compulsory part of the Childcare Register. It operates from purpose built premises in a residential area close to the town centre of Bishops Stortford, Hertfordshire and is privately owned. The nursery serves the local area and is accessible to all children. The children have access to several enclosed areas for outdoor play.

The nursery employs twenty members of child care staff. The majority of the staff hold appropriate early years qualifications at level 2 and level 3; one member of staff has a level 4 qualification and two members of staff are unqualified. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.00pm. Children attend for a variety of sessions. There are currently 130 children attending who are within the early years age group. The nursery provides funded early education for three-year-olds. It supports children with English as an additional language and children with special educational 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 provision of challenging and enjoyable experiences for children in the outdoor play areas.

Inspection judgements

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

Staff plan a broad educational programme to help each child progress and to achieve the expected levels of development. They use their knowledge of how children learn to provide activities and experiences that motivate and appeal to children's interests. The staff have a very good knowledge and understanding of how to promote the learning and development of young children. The setting is well organised and staff ensure that children can access a broad range of toys and equipment; as a result children are active and independent learners.

The staff effectively promote children's skills in language development and literacy. Each play room has a cosy book area. Books are readily available to all the children and the younger children in the baby room handle books and printed material with interest. A group of older children sit with an adult in the book area. The adult reads a story to the children; they listen carefully and enjoy looking at the pictures. The adult engages the

children's interest by talking about the story and by asking questions. The adult listens carefully to what the children say and repeats words and phrases to support them in extending their vocabulary. The children receive praise and encouragement, this helps to build their self-esteem and confidence. The pre-school children visit the mobile library on a fortnightly basis. This is an extremely popular event and the children enjoy choosing books which are kept for them in the nursery. They are being introduced to the experience of going to the library and choosing books, this is helping to develop their interest and enjoyment of early reading.

The provision for expressive arts is a key feature of the educational programme of the nursery. The children are encouraged to observe and look closely at daffodils; they produce drawings and paintings of the daffodils having examined the flowers carefully. The children have fun playing a varied range of musical instruments. The adult focusses on developing their skills in keeping to a rhythm by hitting and tapping their instruments. The children sing some familiar songs including 'jingle bells' and 'the wheels on the bus' while playing their instruments. They are beginning to explore and learn how sounds can be changed and are starting to build a repertoire of songs. The music session is skilfully led by the adult and, as a result, the children make very good progress in developing their creative and musical abilities.

The children have access to an outdoor area from each of the play rooms. They enjoy playing with ride on toys and play happily together. Children are functioning within age expectations for physical development. While the outdoor areas are safe and secure they need further development to enhance the rich, stimulating and varied educational experience for the children. In particular the children would benefit from a wider range of activities to increase challenges.

Each child has a learning journey where observations, assessments and samples of work are kept. These records are shared with parents in this way parents are kept well informed about their child's progress and development. Staff observe the children and make assessments to monitor progress and use these assessments to plan suitably challenging activities. Staff constantly observe and listen to children, questioning them during activities in order to extend their learning and enhance understanding. The children are making good progress in their learning and the vast majority of children are working comfortably within the typical range of development expected for their age. Where children have special educational needs and/or disabilities, an individual education plan is put in place to ensure that their needs are fully met. The nursery is effectively preparing children for school as they leave the nursery as motivated and interested learners.

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

Arrangements to help children settle into the nursery and build secure emotional attachments with their carers are very effective. Successful implementation of the key person system ensures children feel safe and secure in the setting. Parents have regular contact with their child's key worker and this helps to build positive relationships between home and the nursery, which then contributes to children's sense of security and well-

being. They learn to keep themselves safe as they are taught what to do in the event of an emergency. Children behave well; they have a good understanding of the clear boundaries and expectations within the nursery. Relationships are positive at all levels and children are learning to respect and tolerate each other's differences. For example, children with special educational needs and/or disabilities are very much included and involved in all activities. The nursery has a warm and friendly atmosphere.

Children are provided with a healthy diet that includes fruit and vegetables. The nursery employs a chef who prepares a hot nutritious meal for the children at lunchtime. Menus are displayed for parents. The older children are encouraged to be independent. They pour their own drinks and take it in turns to lay the tables for lunch. This effectively promotes the children's independence and confidence. Children are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. Water is readily available for the children throughout the day so that they do not get thirsty. Consequently, children are helped to develop self-help skills and a healthy lifestyle.

The setting provides a well resourced and welcoming environment to support children's all round development and emotional well-being. Each play room has its own outdoor play area; this gives the children the opportunity to enjoy fresh air and supports their physical development. Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for their transition between play rooms within the nursery and for starting school.

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

The manager is enthusiastic and committed to further improving the nursery; she fosters a strong team approach and involves staff in decision making. The staff have widened their knowledge and experience by attending training courses and a number of staff are working to further improve their qualifications. As a result, the staff team is motivated and enabled to offer good quality provision for all children. Effective systems are in place for recruitment, induction and performance management, ensuring that staff with appropriate skills and experience are employed. The manager and her senior staff carry out regular supervision meetings and each member of staff is appraised on an annual basis. As a result of these performance management processes, areas are identified for improvement which then lead to better outcomes for children. The manager monitors the quality of provision and the educational programme by observing activities and providing feedback to the room leader in each play room.

The nursery has established highly effective partnerships with parents. The active involvement of parents is encouraged through regular communication via email, letters and questionnaires so parents can convey their views and preferences. They are kept fully informed about their child's learning and development through a daily book and through verbal feedback. Parents spoken to at the time of the inspection hold the provision in high regard, they feel that their children have made good progress while attending the nursery

and find the staff friendly and helpful. The nursery has developed strong relationships with other professionals these include the children's centre, the local authority's educational psychologist and the area special educational needs coordinator. There are established links with other nurseries and with the schools that the children move onto. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make good progress.

Staff have a good understanding about safeguarding children and understand their role in protecting them, the children are carefully supervised both indoors and outdoors. The provision has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Detailed risk assessments confirm that staff carry out regular safety checks of the premises to eliminate hazards. Staff create an environment that is safe and welcoming, where children feel secure and happy. All staff are vetted to work with young children and over one third hold a paediatric first aid qualification.

The manager provides effective leadership and is ambitious to drive forward further improvements. The nursery critically evaluates its provision and has prepared an action plan which details plans for future initiatives. Parents' views are gathered through questionnaires and when their child leaves the nursery. The nursery has acted upon actions and recommendations from previous inspections and is continually moving its practice forward. There is good capacity for further improvement.

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	125064
Local authority	Hertfordshire
Inspection number	910174
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	130
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	24/03/2011
Telephone number	01279 755522

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

