

Busy Bees Day Nursery at Sunderland Ryhope Village

Waterworks Road, Ryhope, SUNDERLAND, Tyne and Wear, SR2 0LW

Inspection date	10/04/2013
Previous inspection date	05/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
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 make rapid progress in their learning and development in relation to their starting points, as they are expertly motivated to learn. They show considerable levels of curiosity and independence.
- Staff are extremely enthusiastic about working with the children in a first rate environment where their individual needs are consistently planned for.
- The effective organisation of a key person for each child supports a mutual sharing of information with parents, which is expertly used to benefit all aspects of children's development. Parents views are extremely well incorporated so that the individual needs of all children are superbly met.
- Children's welfare is effectively safeguarded by staff who have an excellent knowledge and understanding of how to protect the children in their care.
- Challenging self-evaluation carefully monitors the provision and identifies clear plans for improvement. This includes the views of all staff, parents and 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 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 playrooms and the outdoor learning environment.
- The inspector carried out a joint observation with the manager, held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, the provider's self-evaluation form, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynne Pope

Full Report

Information about the setting

Busy Bees Day Nursery at Sunderland Ryhope Village was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Ryhope area of Sunderland, and is managed by the Busy Bees group. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 21 staff hold appropriate early years qualifications at level 2 or above. One member of staff has Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. An out of school runs during term time from 3.15pm until 6pm and a holiday playscheme for children aged 5 years to 11 years operates during school holidays. There are currently 110 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery follows the Every Child a Talker scheme.

What the setting needs to do to improve further

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

- create time to discuss food options at lunch time so that children can make informed choices between healthy options.

Inspection judgements

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

Children show high levels of independence, curiosity, imagination and concentration. The educational programme reflects rich, varied and imaginative experiences that meet the needs of all children. Staff have an excellent understanding of the seven areas of learning, which ensures they are very skilled in planning to meet each child's individual needs. Teaching is inspirational as staff use their expert knowledge to identify specific starting points for each child and maintain exemplary records on how well they are progressing. Each activity is carefully evaluated to help identify and narrow any gaps in the children's learning. Consequently, children flourish and make the maximum progress possible. Each child has a very clear, nicely presented learning journal. If a child's key person is absent there is a designated room buddy in each room who very easily takes over tracking the children's development and planning for them by referring to the records. Due to the

precise assessment of children's progress, staff are enabled to plan very effectively for the next step in children's learning.

New children settle extremely well. From a very young age they interact with others and explore new situations when supported by a familiar member of staff. For example, babies visit the garden downstairs and mix with older children. They are happy to explore the environment and resources. Over time children begin to play in a group. They sit looking at books together. They talk to each other and suggest that they now go and use the computer. There are lots of opportunities throughout the nursery for children to talk with other children and adults about what they see, hear, think and feel. For example, the wide variety of natural resources, such as shells, pebbles and wooden blocks, stimulate them to explore and discuss them. Staff encourage children to talk about what they have been doing and help them to reflect upon and explain events. For example, children aged two to three years talk about things they have done and that one child has a forthcoming holiday in a caravan. Children in the baby room enjoy babbling and increasingly experiment with using sounds during their play. As children grow older they become confident in approaching visitors and asking questions. For example, children of different ages show interest in the inspector's laptop, attempting to touch the screen and older children ask can they use it. The environment is rich in print where children can learn about words. Homemade books are very evident in all of the rooms. They contain photographs of the children taking part in different activities and events. Children look at them on their own or with staff, which generates a lot of discussion about the pictures. Opportunities for children to make marks on paper are available from a young age. Children aged one to two years use chalk on paper. Pre-school children give meaning to marks they make, as they draw, write and paint. For example, they have drawn pictures about the Easter story and they have done excellent observational paintings of daffodils. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Exceptional systems to engage parents in all aspects of their child's learning are in place. Parents complete detailed records with staff on their child's admission to the setting so that a robust assessment of each child's abilities can be made. This ensures staff can plan specifically for individual children. The excellent key person ensures parents are informed exceedingly well about their children's achievements and progress. Parents review the progress summaries that staff complete on their child every three months and add their own comments. They are invited to parents meetings to share information about their child's development. Staff send home a weekly sheet with ideas for activities that they can do with their child at home. Parents make their own observations and return them so that staff use the information to plan more effectively around children's interests.

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

Highly skilled staff ensure that children are helped to form secure emotional attachments. They settle quickly as staff work exceptionally well with parents to quickly identify their needs. This means that children develop an extremely strong base for independence, learning and exploration. Staff complete a baseline assessment form when they start

which helps them to plan appropriate activities. Over the child's first five sessions they record how they settle and share this with the parents for their own comments. This all contributes to a smooth transition from home to staffs care. There is little disruption to children's feelings of security in the absence of their key person due to the key buddy that covers for them. Behaviour is very good and children enjoy social time together at mealtimes and during their activities. Staff quickly intervene if there are any disagreements with children and talk about sharing resources during their activities to develop their understanding. The environment is inspiring and challenges children to learn continually through the extensive range of highly stimulating resources. These are organised invitingly for children to make their own choices which promotes their confidence and self-assurance.

Children learn about health and hygiene because staff are very skilled in promoting this most effectively through daily routines. For example, pre-school children understand the importance of good hygiene, as they are aware that they need to wash their hands after stroking a visiting dog. From an early age staff encourage children to manage their own self-care. For example, children aged two to three years attempt to put their own coats and shoes on prior to going outside. At lunch time pre-school children enjoy the responsibility of carrying out small tasks, such as giving out spoons for desert and pouring their own drinks. However, there is scope to improve how lunch is served to children, so that they have the opportunity to talk about what is available and make their own choices about what they would like on their plate. Children benefit greatly from the large garden areas that they can freely access directly from the ground floor playrooms. Innovative coverings in the doorway ensure that the door is open, that children can see out, but stop any drafts from entering the rooms. This means that they access the garden in all kinds of weather and gives children the choice about where they want to carry their activities out, either indoors or outdoors. They all enjoy being outside as they tackle a range of levels and surfaces including flat and hilly ground. Young children access a wooden slide and steps in their room, which stimulates and challenges them to use their larger muscles. Staff give children gentle reminders about managing their own safety. Regular fire evacuation practices significantly enhance their understanding of the procedures to follow in the event of an emergency.

The strong skills of staff ensure that children are well prepared for the next stage in their learning. They have effective procedures in place to liaise with other settings that children attend. When children are ready to transfer room within the nursery, their parents are notified and provided with the name of their new key person. The current key person accompanies the child on their first visits to the new room and the total number of visits will be determined by the individual child's needs. The key person completes a room transfer information form for the new key person and discusses any relevant information during visits, to enable a smooth transition.

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

The nursery is very well run by a knowledgeable, dedicated, reflective management team and staff. High priority is given to children's safety and welfare. The premises are secure

and there are robust procedures in place for staff recruitment. Staff's ongoing suitability is monitored through supervisions, appraisals and coffee and chat sessions with the manager, so that they can discuss how they are getting on. Meticulous records are kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. They carry out daily safety checks on the premises, which means that children are safe from any potential hazards.

The manager has an excellent overview of the educational programmes through effective monitoring. This ensures that children make rapid progress. The Early Years Professional gives support and guidance to staff on completing the observation, planning and assessment records, which ensures that staff have a consistent knowledge and understanding throughout the nursery. The manager effectively analyses each child's learning and development summaries and tracking sheets, which staff complete for their key children. This helps the nursery to maintain high levels of sustained achievement for all children.

The management team and staff all have a thorough knowledge of the Early Years Foundation Stage and work successfully together to identify areas for improvement in their provision. Everyone's views are valued, including those of parents and children. It is very evident in the excellent progress that has been made since the last inspection, that all staff constantly review their practice. They all have enthusiastic ideas for areas that they want to develop in the future, such as the garden.

The setting recognises and values the role of parents, families, carers and others working with children. As a result, there is an excellent partnership with parents. Staff work closely with parents to exchange information about their child through various means. They complete a diary for young children that covers the routine of the day and a wow moment that they have been involved in, which is sent home. Parents are able to add their own comments. Staff hold stay and play days for parents and family members so that they can see what kind of things children do when they are at nursery. Visitors and parents are welcomed into the nursery to share things from their own lives. For example, pre-school children are very excited when a child's carer brings their dog for a visit. They talk about how she looks after the dog and all have the opportunity to have a stroke and hold the lead. This helps to develop their understanding of caring for others.

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

Unique reference number	EY302467
Local authority	Sunderland
Inspection number	908648
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	108
Number of children on roll	110
Name of provider	Just Learning Ltd
Date of previous inspection	05/01/2009
Telephone number	0191 523 9919

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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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