

# Busy Bees at Burntwood

Busy Bees at St. Matthews, Shaftesbury Drive, BURNTWOOD, Staffordshire, WS7 9QP

**Inspection date** 08/04/2013  
Previous inspection date 15/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	<b>Previous inspection:</b>	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children who have special educational needs and/or disabilities are supported by staff to be included in the setting and make suitable progress in their learning.
- Staff are competent at promoting the prime areas of learning with babies and young children, especially with regards to developing their skills for communication and language.
- Children are supported by staff to manage the transition from one playroom to another and form secure attachments with adults and their peers, which promotes children's emotional well-being.
- There are secure relationships being developed with parents who are involved in the care and learning of children which ensures children receive appropriate support in their learning and development.

### It is not yet good because

- Observation, assessment and planning does not fully support all children to consistently make good, rather than satisfactory, progress towards all of the early learning goals.
- Opportunities for older children to develop their independence at mealtimes, learn to keep themselves safe and develop their skills in listening and paying attention, are not fully utilised.
- There is scope to improve the exchange of information with regards to children's learning, when children attend more than one setting, in order to promote continuity.

## 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 inspection was carried out by two inspectors who observed activities in all the playrooms.
- One inspector completed a joint observation with the assistant manager.
- The inspectors took account of the views of parents/carers included in the self-evaluation and spoken to on the day of inspection.
- The inspectors spoke with the managers, staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspectors observed and checked evidence of the deployment of staff to ensure children are cared for safely and their needs are met.
- The inspectors looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records, the settings self-evaluation and a range of other documentation.

## Inspector

Dianne Sadler and Mary Henderson

## **Full Report**

### **Information about the setting**

Busy Bees Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from eight rooms within converted church premises in Burntwood. The nursery serves the local and surrounding areas. There is a fully enclosed area available for outdoor play.

The setting employs 34 members of childcare staff, including the managers. Of these, 24 hold appropriate early years qualifications at level 2 and 3. One member of staff has Qualified Teacher Status and two members of staff have a Foundation Degree in Early Childhood Studies.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 159 children attending, of whom 137 are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the observation, assessment and planning to support all children to consistently make good progress towards all of the early learning goals.

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

- develop older children's skills in listening and paying attention by modelling being a listener to children and taking account of what they say
- provide more opportunities for older children to develop their independence at mealtimes, for example, by serving their own foods and encourage them to learn about possible dangers and keeping themselves safe
- improve the exchange of information with regards children's overall learning, with other practitioners, such as school teachers, when children attend more than one setting, in order to fully support children's learning and development.

## Inspection judgements

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

Overall, staff have a sound understanding of the learning and development requirements for the Early Years Foundation Stage. Staff provide children with an educational programme which encompasses children's interests and enables them to make lots of decisions in their play. Most children are supported sufficiently well to acquire the key skills and capacity to develop and learn. Staff are skilful in ensuring children who have special educational needs and/or disabilities are included in the setting and are making suitable progress in areas where their development is below expected levels for their age. However, staff are not consistently observing, assessing or planning for children to make best progress within all aspects of the areas of learning. This results in some children, especially older children, not being fully supported to make good progress towards all of the early learning goals.

Staff are particularly competent at promoting the prime areas of learning with babies and young children. For example, babies and young children develop their physical skills as they explore and play with bricks. They are supported to build a tower with bricks and are developing an awareness of number names as staff count from one to three. Babies and young children are also developing good skills for communication and language. For example, babies make their own sounds in response to a familiar adult talking to them. Staff respond well by copying the sounds babies make and giving them a running commentary about what they are doing. This results in a turn-taking conversation which engages the baby and maintains their focus. However, teaching is variable and some staff do not fully promote the skills of older children for listening and paying attention. For instance, while older children excitedly participate in a new activity to make a spider-web, staff do not model being a listener or ensure all children have time to talk or be heard. This results in some children talking louder or moving away. This does not fully prepare children for the next stage in learning, for example, their readiness for school.

Staff provide all children with lots of opportunities to develop their creative skills and their imagination. For instance, older children enjoy dressing up as their favourite super-hero and confidently inform adults who they are. They learn about the world around them as they paint a picture of frogspawn and tadpoles which they observe growing in a tank within the playroom. Younger children also benefit from learning about the wider world. They enjoy exploring interesting role-play areas in which they play with items which help them learn about the similarities and differences between themselves and others. For instance, they enjoy exploring play equipment, such as oriental rugs and cushions in the role play areas and dolls from different ethnic groups. Young children also learn about themselves and their families by investigating books made by staff from photographs showing images of their close family members and pets.

Secure partnerships with parents are being developed throughout the nursery. Parents are encouraged to read their children's 'learning journal' which keeps them sufficiently well informed about their children's learning. They also benefit from receiving regular written summaries of their children's learning and invitations to parents evenings. Parents share

what they know about their children with the key person in various ways. For example, they complete a 'Getting to know your child' document as their children enter the nursery and are encouraged to share information with regards to what they see their children doing at home. Parents spoken to on the day of inspection state that they have been encouraged to provide photographs of the family for the 'learning journal' and have added notes about the family's weekends at home and on holidays. Parents also state they benefit from receiving a daily diary which details what their children have been doing that day.

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

Children are provided with a learning environment that supports their well-being appropriately. Children and their families are welcomed into the setting and enjoy a gradual introduction. This develops their confidence and ensures children settle in their own time. All children are supported to develop close attachments to adults and their peers and demonstrate they feel safe and secure. For example, babies and young children enjoy lots of eye contact from caring staff. They benefit from hugs, cuddles and a soothing adult voice when feeling tired or hungry, which calms them quickly. Older children demonstrate friendly behaviour and are learning to share, take turns and accept the needs of others. All children demonstrate they are at ease in the nursery and enjoy their play. However, older children are not always supported to become deeply involved in activities.

All children are supported to make choices and subsequently feel some control over their day. They show curiosity for the wide range of resources which are stored at low level and within their easy reach. Babies and young children who are not mobile are supported well by adults, through holding hands, as they make their way to their chosen activities. This enables them to play and explore and promotes their independence. Older children are encouraged to indicate when they wish to play outdoors by standing by the 'Who would like to go outside' board. This ensures all children have the opportunity to access fresh air and exercise every day. Older children also enjoy taking responsibility for small tasks, such as washing the glue pots and can attend to their toileting needs most of the time for themselves. This develops their self-awareness and self-care skills. However, some staff demonstrate lower expectations of older children, especially at mealtimes. For example, staff serve foods for children and do not always give clear explanations as to why foods might be too hot to eat. This results in older children not developing their independence at this time or learning to keep themselves safe.

All children enjoy a smooth transition from one playroom to another within the nursery and then onto school. Each child has a key person who decides when the time is right for the move to the next playroom in partnership with parents. This ensures children receive appropriate support to meet their individual needs. Children benefit from visiting their next playroom at regular intervals supported by their key person so that they become familiar with their new surroundings and form secure bonds.

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

Overall, staff show a suitable understanding of their responsibilities to ensure the setting meets the safeguarding, welfare and learning and development requirements. Staff demonstrate a sound knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. Staff are recruited and vetted securely and are encouraged to update their knowledge and skills through training. For instance, some staff access training in areas, such as safeguarding children and first aid. The setting maintains clear and concise policies and procedures which are made available to parents and which staff are encouraged to read and discuss at team meetings. Staff ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them. Ratios are maintained adequately, but in doing so, this sometimes results in older children having their needs met by staff who are less confident in using opportunities to effectively promote some aspects of learning.

The nursery has undergone changes recently within the staff team and are in the process of some re-organisation. All staff demonstrate a commitment in continuing to improve the quality of care and learning for all children. Managers work in the playrooms with staff, which enables them to monitor the staffs practice and educational programmes appropriately. Staff benefit from regular supervision sessions and annual appraisals and are encouraged to discuss and identify future training needs. This ensures continuous improvement and mutual support.

The setting uses a detailed self-evaluation document to demonstrate their strengths and areas for future improvement. All recommendations have been improved upon since the last inspection. Plans include continuing to involve parents in the nursery, improving the links made with other settings, such as school and ensuring all staff continue to understand their responsibilities for safeguarding. Partnerships with parents are well-established. Parents are encouraged to get involved with the nursery and share their views in different ways. For instance, they are invited to share their ideas and suggestions for improvement using the 'Parent partnership group' or by posting their comments in the suggestions box situated in the entrance hall. Parents spoken to on the day speak positively about the service provided. They comment on the vibrant playrooms and the friendly nature of the staff. Parents comment on how their children are well supported to manage the move from one playroom to another which results in children being well-settled. The nursery is also developing positive relationships with other providers, such as school teachers, when children attend more than one setting. However there is scope to improve the information shared with regards to children's on-going individual learning needs, in order to support continuity of children's learning across settings.

### **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
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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>	EY295717
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	908138
<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>	135
<b>Number of children on roll</b>	159
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	15/06/2009
<b>Telephone number</b>	01543 678690

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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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