

Busy Bees Day Nursery at Evesham

Charity Crescent, Four Pools, Evesham, Worcs, WR11 2UT

Inspection date	10/04/2013
Previous inspection date	29/04/2010

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

- A highly effective and supportive management team, both within the setting and the wider company, provides staff with excellent support and ensures that the setting maintains an exceptionally high standard of care and learning for the children who attend.
- Children make excellent progress in line with their starting points and capabilities. They are able to take part in a wealth of exciting and innovative experiences to support their learning and development.
- Observation and assessment is used effectively to precisely identify children's individual next steps of learning and to plan activities to ensure that no child gets left behind.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are exceptionally well supported to reach their full learning potential through the implementation of additional resources, such as the use of sign language and picture prompts.
- There are exceptionally robust procedures in place to ease and support children's transitions, both throughout the setting when they move between rooms and when they start school.

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 children in all areas of the premises and outside.
- The inspector looked at children's records, planning, assessment and other required documents.
- The inspector held ongoing discussions with managers, staff and children.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Busy Bees Day Nursery at Evesham was registered in 1998. It is part of a chain of 214 nurseries owned by the company across the country. It operates from purpose-built premises on a retail estate on the outskirts of Evesham. The nursery serves the local and surrounding areas. Children have access to enclosed outdoor play areas. The nursery is registered on the Early Years Register.

The nursery employs 27 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or 3. One member of staff has an early years foundation degree and one is working towards this qualification. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 137 children on roll. 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 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:

- develop the organisation of some group activities to ensure that children cannot become easily distracted from their own learning objectives.

Inspection judgements

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

Children thrive in this busy, stimulating environment. They make excellent progress because staff are able to clearly identify any gaps in their learning and development and provide innovative and exciting activities to help them to achieve. Staff consistently provide children with challenging but achievable experiences. As a result, they show high levels of energy and fascination in their learning and develop the necessary curiosity to make them enthusiastic learners. Children benefit from staff's enthusiasm to find and implement new and exciting ideas to help them to learn, develop and concentrate. For example, following evidence that different colours affect children in different ways, the setting has introduced 'busy baby', which provides babies with a black and white area to stimulate their brains and a lilac and white area to help them to relax. Although, activities are very well organised to ensure that every child is able to participate at their own level, there are occasions when the noise level from small group activities could lead to other

children becoming distracted from their own activity.

Planning is pertinent to every individual child's needs and staff are skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. They recognise children's individual learning needs and patterns and provide an extensive range of activities to support these. They have implemented the progress check at age two years to enable them to assess children's development and act on any areas if there are concerns. This ensures that all children make excellent progress in line with their starting points and individual capabilities. Parents are fully included in all aspects of their child's development and learning. Assessments and next steps are discussed regularly and all formative assessments have a parents' comments box for them to share pertinent information about their child's learning and interests at home. Staff use this information to plan activities to further enhance and enrich children's learning experiences across all areas of learning.

Every room in the setting is a hive of activity as children enthusiastically make choices within their play. Fun and laughter are an integral part of the day and sounds of extremely happy and contented children reverberate around the building. Younger children delight in the creative activities that staff have prepared for them. They eagerly mix the colours in cornflour gloop and delight in covering themselves in paint as they create masterpieces on large sheets of paper. Staff fully support children to develop their communication and language skills. They introduce activities, such as 'what's in the box?' which they use to enhance and develop listening skills and provide additional support for children who have communication difficulties. Children interact positively to stories, which staff tell with intonation and expression and older children are able to recall familiar characters hidden in a bag from a description given to them by their key person. The setting is quick to include outside professionals and services to further enhance children's learning potential and life skills. For example, children enjoy visits from police and fire officers and the local library van visits every week to enable them to learn how to use and value this experience as they choose books.

Children learn valuable life skills as staff teach them about life-cycles and how to care for animals. They learn that their pet gerbils Buzz and Woody, need food, water and care to survive. Children take part in a 'living eggs' project where they look at eggs in the incubator, listen to the chicks in the eggs before they hatch and then watch as they crack the shells to emerge. Staff prepare children for the experience by preparing the area for the incubator in advance. They display pictures of eggs and chickens and use books to show children what will happen when the chicks hatch. Children in pre-school develop their knowledge of the wider world as they look at animal x-rays and reflective materials through a light station. Their knowledge of information and communication technology is highly developed and staff are skilful in providing additional resources to support and enhance their learning. For example, they support children to design their own games using a smart table and help them to use equipment, such as a compact disc player independently as they display the corresponding pictures to show them, which buttons to use to play, stop and fast forward the music.

Children learn the necessary skills to prepare them for school. Pre-school children who are moving to school take part in the 'preparing early approach to literacy' project, a 12 week

initiative to support their early literacy skills and encourage parents to support their reading at home. Transitions to school are exceptionally well supported. Strong links have been forged with the school that children will move to and teachers are invited to attend the setting's 'preparing your child for school' evenings where they can meet children and parents. Staff further support children in easing the transition to school as they make every child a book, which contains photographs of their new classroom, teacher, playground and other areas within the school to help children to become familiar with their new surroundings.

A well-established and extremely effective key person system operates throughout the setting. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Parents are involved in choosing their child's key person if they feel that their child bonds with a particular member of staff. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping and supporting them to move forward and make excellent progress. Children are exceptionally well supported in their transitions between rooms and parents are fully involved in this process. Settling-in sessions are individual to each child, take place at the child's pace and fully comply with parents requests. Parents are introduced to their child's new key person and new routines are explained. Staff ensure that they share progress reports and any individual information needed to help children to settle.

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

Children's health is very well promoted and there are clear and consistently applied systems in place to protect them from infection. Older children learn to become independent in managing their own personal needs as they learn how to wash their hands correctly to get rid of germs and use talk boxes, which are placed by the side of the sinks to remind others to wash their hands. Children enjoy healthy meals and snacks, which are prepared on sight by the setting's cook. Menus are nutritionally approved and planned by a dietician to ensure that children receive the correct amounts of protein, carbohydrate and vitamins in their food. A visit from a fishmonger teaches children about the importance of eating fish to help them to grow and provides them with different taste experiences as they make and taste sushi. Children take part in the Busy Bees 'Grow your own' scheme, which encourages them to grow vegetables and then use them in their cooking activities. However, recent attempts at growing the seeds failed as they were not watered through the holidays. Staff are quick to use this opportunity to enhance and develop children's reasoning skills as they skilfully turn the disaster into a positive learning experience. Using a process of elimination, they encourage children to work out that the seeds had soil and light, so they have not grown because they did not have water.

Children's behaviour is exemplary. Staff are skilled in dealing with inappropriate behaviour and are adept at finding and implementing solutions to ensure that positive behaviour is supported and encouraged. Children learn songs and rhymes to reiterate positive practice, such as saying 'please' and 'thank you' and sharing. This provides them with the social skills, which they will need for the rest of their lives. Children develop physical skills and

well-being. Staff successfully engage them in activities, such as, yoga, movement and dance and wake up shake up to help them to learn the importance of physical exercise. Additional activities, such as golf, helps children to develop their hand-eye co-ordination as well as further developing their large muscle skills. Equality of opportunity is a real strength and all children are welcome in the setting. Children with special educational needs and/or disabilities and those who speak English as an additional language are exceptionally well supported. Staff take time to introduce additional learning tools, such as picture cards and sign language to ensure that every child is fully included.

The premises are beautifully maintained and resourced to provide children with a stimulating environment in which to learn and develop. Ongoing, in-depth risk assessments ensure that any potential hazards are identified and minimised. Additional safety precautions, such as a 'choke tester' to measure the size of objects, further ensures children's safety. Children learn about their own safety as they learn to use equipment correctly. Their knowledge is further enhanced as staff skilfully introduce life skills scenarios, such as road safety into play situations. Children each act out a role as they drive cars or dress-up as the lollypop person, helping others to cross the road.

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

Children are exceptionally well safeguarded. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Recruitment procedures are robust and follow company policies. All staff are checked thoroughly before being employed and complete yearly declaration forms for both criminal records and health to ensure that all staff working with the children are of a high calibre and are totally suitable. Stringent induction procedures are in place to help and support new staff. Appraisals and supervision meetings are used to identify any areas for improvement. The senior staff team is very hands on and totally supportive of all staff. They are encouraged to reach their full potential by attending training and to take on additional responsibilities within the setting to develop their self-esteem. Additional support from the wider company and management teams within Busy Bees further ensures the effective management of the setting.

Partnership with parents is exceptional. Parents are wholly valued and their views are sought and respected. Comments for improvement are welcomed and acted upon. Parents liaison groups are in place and provides them with useful opportunities to share their ideas and thoughts for improvements for the setting. Additional information is displayed to ensure parents are fully informed about future activities and provide useful tips, such as weaning and developing children's attention and listening skills. Excellent partnerships with other professionals involved with the children, such as speech and language therapists and outreach workers, help them to reach their development goals.

The senior management team are clearly able to identify the strengths and weaknesses of the setting and are pro-active in their quest to provide excellent, quality childcare for every child who attends. Staff and parents are involved in the self-evaluation process and

ideas for improvement are carefully considered and acted upon. A continuous self-reflection folder based on audits and feedback from children, parents and staff helps to ensure that improvement is sustained. Managers are very supportive of staff and their approachable manner ensures that staff feel supported to talk openly about new ideas, which they would like to implement. As a result, they feel valued and appreciated. Above all children thoroughly enjoy the time that they spend in this setting and the skills, which they learn help to prepare them in readiness for school and lay firm foundations for the future.

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	205243
Local authority	Worcestershire
Inspection number	909574
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	110
Number of children on roll	137
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	29/04/2010
Telephone number	01386 40157

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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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