

Busy Bees Nursery at Hillingdon Hospital

Entrance C, Hillingdon Hospital, Pield Heath Road, Uxbridge, Middlesex, UB8 3NN

Inspection date	14/05/2013
Previous inspection date	04/03/2013

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

- Children enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- Children have secure, trusting relationships with their key person. Consequently, they are settled and growing in confidence.
- Children benefit from the strong partnerships that exist between the staff and parents because information is regularly shared to support children's care and learning.
- Children are effectively safeguarded because all the required policies and procedures are in place to support their well-being. This includes the supervision of the children and the deployment of staff
- Children are well prepared for the next stage in their learning because there are effective procedures in place to support moves from one room to another and from nursery to school.

It is not yet outstanding because

- Occasionally staff do not take the opportunity to describe to children what they are doing in order to support their understanding of routine events as well as possible.
- Children do not have routine access to information and communication technology in

order for them to develop their knowledge and skills in how to operate such equipment and learn about its purpose and function.

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 children's rooms and garden.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the assistant manager.
- The inspector sampled a range documentation including children's records and the record of complaints.
- The inspector discussed safeguarding issues including behaviour management, supervision of staff, deployment of staff and risk assessments.

Inspector

Christine Bonnett

Full Report

Information about the setting

Busy Bees Nursery at Hillingdon Hospital is one of 213 provisions owned by Busy Bees Nurseries Limited. It operates from four rooms within a purpose-built building in the grounds of Hillingdon Hospital, in the London Borough of Hillingdon. Children have access to a secure outdoor area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 214 children on roll aged from five months to under five years, some in part time places. The nursery is open each weekday from 6.45am to 6pm, closing only for public holidays. It is a policy of the nursery that children do not attend for more than nine and a half hours a day. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of early education for children aged two, three and four years. The nursery employs 36 staff, of who 25 hold relevant childcare qualifications, with six staff working towards a relevant qualification.

What the setting needs to do to improve further

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

- encourage children's understanding and reasoning by describing routine events and actions

- improve opportunities for children to learn the purpose and function of information and communication technology to develop their skills in this area.

Inspection judgements

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

Children enjoy learning and playing in the welcoming and friendly nursery. Staff have a good knowledge and understanding of how children learn and consequently provide a broad range challenging activities that are tailored to meet their individual needs. Staff gain a wealth of information about children from their parents before they start at the nursery. This enables the key-person to find about the children's interests and needs in order to help them settle. The system of observation and assessment is used effectively to identify the next step for all children in their journey towards the early learning goals. The information gained from the assessments is also used as part the children's check at age two years. Information about how each child is progressing is shared regularly with their parents so that their interests can be supported at home. The effective links established

with other agencies ensure that children with additional needs are well supported at the nursery. Children speaking English as an additional language are also well supported, particularly during their settling in period in order to ensure that they feel safe and secure. The parent and key-person complete a 'communication with me' form, which lists important words and phrases in the child's home language.

The key-group times during the day enable staff to monitor the progress of their designated children more closely and to do planned activities with them to promote their learning in a specific area. For example, a collage activity is organised to encourage a child to develop fine muscle control by using glue spreaders and brushes. Children enjoy looking at books. They sit together in small groups with one child modelling how staff hold books as they show the pictures to the other children. There is positive interaction throughout the day between the children and staff. However, on occasions staff do not always talk to children about what they are doing in order to help their understanding, for example, at meal times.

Mathematics is well promoted. Staff encourage the children to recognise shapes and to count. Snack time is often used as an opportunity to help children understand mathematical language. For example, staff talk to the children as they cut the fruit in half and then quarters. This activity also helps children learn about the world around them because they taste different fruit and talk about where it comes from. However, children are given less opportunities to develop their skills in information and communication technology. This is because although two rooms have a computer, neither of them is routinely turned on.

Children benefit from physical play in the garden. They enjoy riding bikes and kicking balls as well as climbing on the large equipment. Staff enable children to take risks as they explore the large equipment, but are well monitored by designated 'climbing supervisors'.

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

Children are provided with plenty of space to fully explore the wide range of play equipment. Staff use the resources well to interest the children and promote all areas of learning. Consequently, the children become active learners who are keen to engage in play. Staff teach children the importance of adopting a healthy lifestyle in fun ways. For example, the older children enjoy the daily 'wake and shake' session. This enables them to stretch and move to favourite music and energises them for the day ahead. Staff talk to the children about healthy eating and which foods are better to eat than others. Children also learn why it is important to wash their hands at particular times of the day. Children learn how to keep themselves and others safe. For example, staff remind them not to run indoors in case they trip and fall.

The key person system is strongly embedded and helps children develop a sense of belonging and security. Care is taken to ensure children remain secure when they move from one room to another within the nursery. Settling-in visits are carried out and a report is prepared for the next key person to enable them to know all about the children and

their individual needs. Staff also support children to prepare for their next stage of learning at school. Children are encouraged to be confident, and have the skills to make friends. Staff help them to be able to dress themselves and take care of their personal hygiene needs. Overall, children's behaviour is very good. Staff use positive strategies to manage any squabbles and receive additional guidance about managing more challenging situations.

Children enjoy healthy and nutritious meals that take account of their individual dietary needs. Social times are created at meals times as children sit in small groups to eat. Their independence is promoted because they are encouraged to serve themselves if the food is not too hot to be a potential safety hazard. All children receive warm care from staff who treat them with affection. Young babies are nurtured tenderly and are held in the staff's arms for bottle feeds. This helps them to feel safe and secure.

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

The safety of the children is a priority with staff and risk assessments of the premises are robust in order to prevent obvious safety hazards. Since their last inspection the manager has strengthened the procedures for the supervision of children and the deployment of staff to further safeguard the children's well-being. Parents who collect their children just before the nursery closes each day state that the children are always secure in their base room with the staff. Recruitment procedures are also robust in ensuring that all staff undergo the necessary suitability checks to be in contact with the children. All policies and procedures are embedded in the practice of the staff. All staff understand the importance of reporting any concerns they might have about the welfare of a child. Staff also have a clear understanding of the importance of passing on any concerns in relation to the conduct of a colleague that could have an adverse affect on the well-being of a child.

The management team are aware of their responsibility to ensure that the safeguarding and welfare requirements are fully met by all staff. Effective systems are in place to address issues as soon as they arise and make appropriate and effective adjustments to the existing good practice. Staffing ratios are maintained throughout day and a senior staff member is on duty at all times. The manager maintains excellent records that comply with all the requirements. The manager is fully committed to providing high quality childcare and encourages all staff to continue to develop their skills and knowledge through on-going training. Structures are in place to manage any underperformance by staff. The management team also use effective systems to monitor how the learning and development requirements are implemented to ensure that all children makes good progress in their learning, given their starting points.

The manager has successfully developed a culture of self-evaluation and reflective practice amongst staff. Together they make time to recognise their strengths and identify areas to develop. For example, since the last inspection some staff have moved to different rooms in order to use their personal skills in different ways and to bring more structure to one of the rooms. Plans are underway to up-grade the garden in order to provide a richer outside

learning environment for the children. This includes creating a sensory garden. Parents are also included in the evaluation of the nursery. Their ideas are welcomed and they often influence change, such as by suggesting that cooking sessions with the children are held more regularly. At the inspection, parents stated that they are very happy with the service the nursery provides. They particularly commented on the effectiveness of the key-person system in sharing information about their children.

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	EY422536
Local authority	Hillingdon
Inspection number	918429
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	114
Number of children on roll	214
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	04/03/2013
Telephone number	01895200156

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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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