

Busy Bees Day Nursery at Harlow

Harlow Business Park, Greenway, Harlow, Essex, CM19 5QE

Inspection date	11/04/2013
Previous inspection date	29/04/2009

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		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 a good range of quality experiences indoors and outside, planned by staff. Consequently, they make good progress in all aspects of their learning.
- Children are happy, keen to learn and rapidly growing in self-assurance because of the warm relationships quickly established with staff.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- The implementation of clear policies and procedures promotes children's health and safety. The nursery is securely maintained, supervision of children is effective and staff continually risk assess all areas used by the children to ensure potential hazards are minimised.

It is not yet outstanding because

- Staff do not always make the most of everyday routines and activities to extend children's mathematical understanding.
- Opportunities to develop older children's independence skills are not fully explored.

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 each of the playrooms.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Busy Bees Day Nursery at Harlow registered in 1995. It is one of a chain of nurseries owned by Busy Bees Day Nurseries Limited. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery serves the local area and is accessible to all children. It operates from a purpose-built premises on a business park in Harlow, Essex. There is a fully enclosed area available for outdoor play. The nursery employs 14 members of child care staff. Of these, 13 hold appropriate early years qualifications.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who are learning English as an additional language.

What the setting needs to do to improve further

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

- extend children's mathematical understanding through activities, such as stories, games and imaginative play and through the daily routines.
- develop older children's growing independence by providing opportunities for them to help prepare food for snack time.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Learning journeys and observations are in place for all children and these highlight the development they are making, along with

photographs and achievable next steps. Staff have daily discussions with parents to give them informative feedback about their children's activities, learning and progress. Parents are also fully involved in their child's learning, completing home observation sheets, weekend books and engaging in suggested activities with the children at home.

Children participate in activities both indoors and outside. Children who learn better outside have the flexibility of choosing when they wish to access this area, maximising their physical development and preferred learning area. Children enjoy use of a wide variety of physical play equipment that includes wheeled toys, balls and climbing frame. There are plenty of places for them to run around, hide and explore. Here, staff help children to safely take risks and explore through play with learning extended through playful teaching. For example, staff support them in searching for worms, so prompting discussion about where worms live. However, staff do not always make the most of opportunities to extend children's mathematical learning by incorporating size, shape and counting during activities and everyday routines.

All children, including those learning English as an additional language, successfully develop their spoken language. Younger children join in action songs, smiling and copying staff. Older children are confident speakers. In the pre-school room, 'chatter-boxes' have been introduced. Children bring in items that are special to them, put them into their box and these are used as discussion prompts in small groups. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff effectively encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Children use different tools for making marks to practise early writing skills. Children are motivated to learn, interested, and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for school.

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

Children are happy, settled and content as they form positive relationships with their key person, staff and other children within the nursery. Older children confidently acknowledge visitors, cheerfully welcoming them and introducing themselves when they enter the playroom. The effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. New children and parents are well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. This continues throughout the nursery as children move on to different rooms. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Their behaviour is good, as staff share

consistent expectations and are good role models themselves. Children willingly take on responsibility, for example tidying away toys and resources in preparation for lunch. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

Children benefit from a warm, safe and stimulating environment. Well-resourced playrooms offer plenty of space for both table top games and floor activities. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. Children play freely in the outdoor play areas that are well equipped with apparatus to allow for physical activity.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. The nursery chef prepares nutritious snacks and meals, which include fruit and vegetables, and children's individual dietary requirements are met. However, opportunities to encourage older children to learn independence skills by helping to prepare the food at snack time are not explored. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children benefit from regular fresh air and exercise during outdoor play.

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

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Management have also introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. The manager monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications. Effective induction procedures are in place to support new staff. The manager uses regular staff meetings to discuss and share any ideas and practice issues.

Arrangements for safeguarding children within the nursery are good. All practitioners have a secure knowledge and understanding of the procedure to follow if they have concerns. All staff play a part in assessing and minimising any potential risks to children and this is detailed on the thorough risk assessments put into place. Sufficient staff are deployed to work with children at all times throughout the day.

The management strive to continually improve the quality of care and education for children. Excellent systems for reflective practice, self-evaluation and company audits are used to identify and inform priorities and set challenging targets for improvement to the

quality of the setting. This evaluation fully incorporates the views of children, parents, staff and other professionals.

Staff forge positive partnerships with parents. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. Parents' views about the provision are actively sought through discussion, surveys and the parents' liaison board. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases the move to other settings or to school for the 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	EY307317
Local authority	Essex
Inspection number	908666
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	121
Number of children on roll	80
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	29/04/2009
Telephone number	01279 441277

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

