

# Busy Bees Day Nursery

72 Ellesmere Road, Altrincham, CHESHIRE, WA14 1JD

<b>Inspection date</b>	10/04/2013
Previous inspection date	24/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 benefit from a stimulating, well-resourced learning environment that effectively supports all areas of learning and helps children make good progress in their learning and development.
- Partnerships with parents and other professionals are strong. This means all children including those with special educational needs or disabilities make good progress in their learning and development given their starting points.
- Children are warmly welcomed on arrival and relationships throughout the nursery are strong. Staff work effectively as a team to meet the individual and group needs of the children. Consequently, children, particularly babies under two years benefit from very secure attachments that promote their emotional well-being.
- Children are very well supported as they move rooms within the nursery and are well prepared for their transition into school. This helps ensure children are ready for the next stage in their learning.

### It is not yet outstanding because

- Opportunities for children to practise and refine their counting skills and further develop their knowledge of mathematical concepts through everyday situations are not fully utilised.
- At times, planned learning for children aged between two and three years limits opportunities for children to learn by leading their own play.

## 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 activities in the four main base rooms, the indoor garden, the outside learning environment and a small group activity in an additional room.
- The inspector held meetings with the manager and spoke to staff at appropriate times throughout the inspection.
- 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 also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

## Inspector

Vickie Halliwell

## Full Report

### Information about the setting

Busy Bees at Altrincham is one of a chain of day nurseries owned by the Busy Bees Group Limited. The nursery was registered in 2000 on the Early Years Register. It operates from a large Victorian house in a residential part of Altrincham and is managed by a suitably qualified manager. The nursery serves the local area and is accessible to all children. It operates from four base rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2, seven at level 3 and three at Level 4. Five staff are currently working towards a level 2 qualification. The nursery opens Monday to Friday, all year, except for bank holidays. Sessions are from 8am until 6pm; a special arrangement can be made for children to arrive at 7am and to depart at 7pm. Children attend for a variety of sessions. There are currently 132 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 with special needs and/or disabilities. The setting receives support from the early years advisory service in Trafford.

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

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

- enhance children's early mathematical skills by providing routine opportunities for children to practise and refine their counting skills and use mathematical concepts in everyday situations. For example by, encouraging children to calculate how many cups or plates are needed at meal times and demonstrating the language for shape, position, weight and measure during play
- enhance the educational programme by reviewing the balance of adult-led and child-initiated activities for children aged between two and three years, so that children have greater opportunities to learn by leading their own play.

### Inspection judgements

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

Children throughout the nursery benefit from a broad educational programme that effectively promotes their learning in all seven areas. Individual base rooms are well

presented and provide continuous opportunities for children to explore a stimulating learning environment. Consequently, children are active and inquisitive learners. For example, they enjoy experimenting with different textures, and add water to plastic whistles to change the sound and pitch of the 'music'. Babies confidently explore their surroundings, independently accessing well-positioned play materials, which helps promote their physical development. For example, babies crawl or pull themselves into a standing position to access toys that capture their interest within the 'grasp area'. Children throughout the nursery enjoy singing number rhymes, they are introduced to mathematical concepts as they measure and pour while playing in the water or through planned baking activities. However, opportunities for children to practise and refine their counting skills and further develop their knowledge of mathematical concepts through everyday situations, for example, counting how many plates they have and how many more they need are not fully utilised.

Children's communication and language is given a high priority throughout the nursery. Consequently, any delay is quickly identified and staff work closely with parents and other professionals to ensure children get the support they need to reach their full potential. Staff continuously build on and extend children's vocabulary as they model language and encourage children to describe and talk about what they are doing. For example, 'squeezing', 'pinching' and 'squashing' the dough. Staff praise the emerging language skills of older babies as they attempt to name a wide range of objects and repeat words introduced by the staff. Children throughout the nursery benefit from a print rich environment and staff effectively help children learn that print carries meaning as labels are used to support and add meaning to role play, both indoors and outside. Children, including older babies aged under two years enjoy books and listen with sustained interest to stories. Staff skilfully capture their imagination and encourage even very young children to anticipate what happens next as they lift the flap to reveal a range of different animals. These children then delight in the opportunity to name familiar items in a picture book, smiling and cheering in anticipation.

Children have excellent opportunities to make marks and patterns, for example, using vehicles to make track marks and small tools or fingers to make marks in sand, dough and gloop mixture. Staff support children very well and provide many interesting and enjoyable opportunities for children to acquire the dexterity and muscle control required for early writing. For example, two-year-old children enjoy rolling the dough into balls and with encouragement use their fingertips to make marks as they squeeze, pinch and press the dough. While three-year-olds pick up and thread small beads to help develop their pincer grasp. Staff demonstrate a good understanding of how children learn and incorporate a music and movement programme to target the development of pre-writing and writing skills. Such activities and experiences provide a strong foundation for children's future learning as they help children acquire the skills they require for early for writing. Consequently, many pre-school children spontaneously form recognisable letters as they write their name on pictures.

Staff routinely observe what children can do; they note children's interests and subsequently assess their capabilities, using current guidance. Consequently, staff know individual children well and plan suitably challenging activities that are tailored to help children make good progress given their starting points. As a result, children are acquiring

the skills, attitude and dispositions they need to be ready for school. Children throughout the nursery benefit from a good balance of indoor and outdoor play and both adult-led and child-initiated activities. However, at times planned learning for children aged between two and three years, limits opportunities for these children to learn by leading their own play. Strong partnership working enables many parents to play an active role in their child's learning. Parents are asked to provide a written overview of what they know about their child's capabilities at admission and are well informed of the progress their child is making. Staff ensure parents receive a summary of their child's progress at two years which they are encouraged to share with their child's health visitor at their progress check.

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

Children's emotional wellbeing is effectively promoted throughout the nursery. A key person system ensures all children, especially children under two years of age benefit from strong attachments with staff, this provides a strong foundation for their general well-being and developing independence. The caring supportive environment helps children feel safe and secure and special attachments between individual staff and young babies are clearly evident. Consequently, some babies actively seek out their key person for comfort and reassurance, nurtured by this special relationship babies smile happily as they enjoy affection and cuddles and snuggle in closely to the member of staff. Established company policy is implemented throughout the nursery and a 'buddy system' is used effectively to cover staff absence and ensure all children have an identified person looking after them when their key person is absent. Older children who are settled within the nursery display a strong sense of belonging; consequently pre-school children confidently explore a well-presented and accessible learning environment.

Children's physical health and well-being is well promoted by staff, who encourage children to be physically active, both in and outdoors. For example, children participate in daily 'wake and shake' exercise sessions and access an inspiring outdoor environment, which provides opportunities for children to acquire new skills or practise and refine their balance and coordination as they move freely. Children are competent at managing their personal needs relative to their ages. Children are becoming increasingly independent as staff help children acquire self-help skills. Consequently, children under two years feed themselves with increasing skill and control and drink from cups without lids at mealtimes. Staff raise children's awareness of potential hazards and explain how children can help keep themselves safe, for example, by moving trip hazards and using small garden tools with care. Staff are positive role models who encourage children to develop a positive and caring attitude towards others. Children listen and respond positively to simple explanations and reasoning. Consequently, children are well behaved and are learning to take turns and share resources with their peers. Resources that reflect positive images of race, culture, gender and disability are evident throughout the nursery. These, alongside positive explanations and planned activities raise children's awareness of the wider world, which helps children learn to respect and value differences.

Partnerships with parents are strong; children are gently and gradually settled into the

nursery. Settling-in sessions are well used to build relationships with both parents who are encouraged to share details of their child's individual care needs and routines. Consequently, staff know individual children well and children benefit from consistent care, which helps them feel safe and secure. Children are very well supported as they move rooms within the nursery. Staff discuss transitions with parents and provide numerous opportunities for children to 'visit' their new room with familiar staff. Children's personal, social and emotional development is well fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well prepared for their transition into school.

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

Effective systems are well established to ensure all the requirements of the Statutory Framework for the Early Years Foundation Stage are well known and effectively met throughout the nursery. The manager is well supported by the company's senior management team and head office who co-ordinate refresher training and policy reviews to maintain consistency within the company. Policies and procedures are routinely reviewed at team meetings and staff are given individual copies to read at their leisure. This provides a valuable opportunity for staff to absorb and question individual policies before signing. Consequently, staff demonstrate a good knowledge of policies and procedures, including behaviour management which is consistently implemented throughout the nursery. Arrangements for safeguarding children within the provision and through work with external agencies are good. Effective 'whistle blowing' procedures ensure management are immediately notified of any staff practice that gives cause for concern. This was demonstrated by staff who highlighted concerns relating to the management of children's behaviour. The manager took immediate action to ensure children were safe, notified the relevant agencies and cooperated fully in the resulting investigation.

Self-evaluation is effectively used to identify priorities for improvement that are used to set challenging targets; particularly in relation to enhancing partnerships with parents. To this end, the nursery is introducing home activities linked to individual learning priorities and is currently exploring further ways of recording information from parents to ensure they contribute more fully to their child's learning and development. In addition, a parents' forum has recently been established to help gather parent's views. Systems to monitor and manage staff performance are effective. A programme of professional development is implemented to help unqualified staff complete nationally recognised qualifications to further improve their knowledge, understanding and practice. Many unqualified staff talk passionately and enthusiastically about their aspirations to complete their qualifications and continue with further training. Students working towards nationally recognised qualifications are well supported by experienced staff, who routinely provide guidance and explain how children's learning can be further supported. For example, explaining to students how they can extend children's play with musical instruments by encouraging children to make sounds that reflect familiar noises, such as the 'pitter' 'patter' of the rain. Staff appraisals are completed and peer observations have been introduced to encourage

staff to reflect on and evaluate their own practice.

The manager has a good overview of the curriculum; the educational programme is monitored both by direct observation and through tracking the progress children are making within the nursery. The educational programme is also monitored by an early years advisor within the company who visits regularly to provide further guidance and support. The manager also works closely with the local authority early years team and responds quickly to advice and guidance provided. There are secure systems to observe, assess and monitor each child's progress; ensuring that any children falling behind their peers or below their expected achievements are quickly identified. Well-established partnerships with relevant professionals ensure any children falling below their expected level of achievement are fully supported. Staff work closely with other professionals, such as physiotherapists or speech and language therapists, to ensure consistency of approach for individual children.

## 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

<b>Unique reference number</b>	310342
<b>Local authority</b>	Trafford
<b>Inspection number</b>	908819
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	107
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	24/08/2009
<b>Telephone number</b>	0161 928 9203

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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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