

Busy Bees at Lancaster

Ovangle Road, Lancaster, Lancashire, LA1 5JR

Inspection date	11/04/2013
Previous inspection date	02/12/2009

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		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

- All children are highly motivated, enthusiastic and extremely happy in this exciting and inclusive nursery. As a result, children are eager to learn and make excellent progress in relation to their starting points.
- Superb relationships with parents and other agencies means that children's learning is consistent for all. Staff place a high value on the contribution parents and external agencies make to ensure that children's needs are exceptionally well met.
- Children's self-help and independence is exceptionally well promoted, resulting in children showing high levels of self-control and confidence in their play.
- The management team have exceptionally high expectations for children's progress and demonstrate a significant capacity for improvement. They continually reflect on their outstanding practice and as a result, children make outstanding progress.

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 inspector observed activities in the nursery room and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies.
- The inspector and manager took part in a joint observation of practice within the pre-school room.

Inspector

Janet Singleton

Full Report

Information about the setting

Busy Bees Nursery at Lancaster was registered in 2001 and is part of the Busy Bees organisation. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from 13 rooms in a purpose built premises in Lancaster, Lancashire and is managed by the manager. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available to the children for outdoor play.

The nursery employs 27 members of childcare staff. Of these, the majority of staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 92 children attending, who are within 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 speak English as an additional language and those with special educational 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:

- enhance the wonderful outdoor learning environment even further by providing real life garden tools for children to enjoy, such as small trowels and forks when using the soil beds.

Inspection judgements

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

Staff use their superb knowledge of how children learn, to provide them with an exceptional balance of activities across all areas of learning. Consequently, children make excellent progress considering their starting points, age and stage of development. All children thrive in this interesting and exciting setting. Observation and assessment of children is sharply focussed and clearly identifies the learning pathway for all. Highly effective monitoring of children's progress is completed by the analyses of the trackers, to identify and plan for any gaps to be closed. Additionally, children's participation is monitored to ensure that both boys and girls are continually making exceptional progress across all areas of learning. Through the rich and varied environment, children make superb choices about their play. As a result, they take an active part in their own learning, planning and thinking critically about what they want to do. This shows the characteristics of effective learning. Support for those children, who have special educational needs

and/or disabilities or English as an additional language, is highly effective. As a result, children are supported to ensure that identified gaps in their development are planned for and addressed, in order for them to make the best possible progress.

Staff work extremely well together to plan for children's individual and identified needs to support their progress towards the early learning goals. Children use their excellent communication skills to inform staff of what they want to do and how they want to organise their play. The provision of an interactive whiteboard enables children to develop both coordination of movement and their excellent skills in technology. They move shapes on the whiteboard to build a wagon, naming both colours and shapes as they play. For example, they excitedly exclaim that they need two green circles for their wheels. The wonderful outdoor opportunities provided for children means that they can develop their physical skills, play freely and make their own decisions about playing outdoors as they free-flow inside and outdoors. Children's mathematical skills are developing very well because staff introduce counting, shapes and use mathematical language as they play. Consequently, children match numbers to numerals, count readily from one to 10 and above and describe the malleable material as being 'a little heavy'. They use positional language as they talk about objects being, behind, in front of and next to, other items.

Staff ensure that children learn from high quality first-hand experiences, resulting in children being very enthusiastic and eager to learn. Children move freely, accessing resources and all areas of continuous provision as they enhance their own play. They are engaged in finding out about volume and capacity as they pour and fill containers in the sand and water. In the garden, they dig for worms and are in awe and wonderment on finding some small creatures that live in the soil. They excitedly talk about what they might be, becoming animated, wriggling and squealing as they struggle to contain their excitement. Children carefully watch the creatures move in the soil as they use their strong language skills to excitedly describe what the creatures are doing. However, there is scope to use real life gardening tools to enhance children's learning and first-hand experiences further. Through the highly effective planning of this activity, for example, the provision of laminated cards with pictures of creatures, children are supported in matching the insects to their names. They excitedly look at the representation of frog spawn, tadpoles and the frog as the staff skilfully extend children's learning to think about the lifecycle of the frog. For example, they ask questions, such as what comes first and the subsequent order of growth as they skilfully support children in succeeding. Staff and children talk about what they are doing and consistently asking open-ended questions to further promote and extend their learning. Babies delight in exploring the sand in the 'beach' room. They dig, roll and feel the sand on their hands as they confidently use their strong explorative skills and senses to develop their coordination and physical skills in a safe and secure environment. Toddlers enjoy the cuddles of staff and delight in sitting with staff, reading stories regarding the weather as they learn about the outside elements. They begin to play and socialise with other children as they help each other to make marks and delight in exploring the outside play areas together. This helps children to learn to play harmoniously and to cooperate with others. Simple self-help skills, such as managing fastenings, choosing snacks and accessing their own drinks, builds a sense of self-confidence. Therefore, children's skills in the prime areas of learning are exceptionally well planned for and as a result, they make outstanding progress.

Staff provide a wide range of activities to promote children's development across all areas of learning. Older children readily write their names and delight in reading books, seeking great enjoyment as they develop their skills in early reading and writing. They use their amazing imagination as they act out roles in the role play, make models from recyclable materials and create their masterpieces while free painting. Additionally, they develop hand and eye coordination and learn to express themselves through the use of a variety of mediums. Children demonstrate a great pride in their work as they build their superb levels of self-esteem and confidence. Through the fabulous social occasions, such as lunchtime, rolling snacks and lots of cuddles in the cosy areas, children enjoy the wonderful social aspect of their time at the setting as they become highly independent and confident individuals. The completion of the progress check for children aged two years is comprehensive and completed by key staff. This contributes to the tracking of younger children's development and early intervention sought, should this be necessary, to ensure that any gaps in learning are addressed.

A fantastic relationship with parents and carers means high quality information regarding children's needs is shared. This provides accurate starting points for staff to build on. The continuous involvement of parents means that they contribute to staff's assessment of their child, to provide a consistent approach. Therefore, children's progress is celebrated. This relationship is further enhanced by sharing daily communication sheets and discussions with parents reinforces a culture of working together to assess and contribute to each child's learning and development record. Staff are very successful in engaging all parents in supporting their children's learning at home. Therefore, children are fully prepared for their next steps in their learning and for their progression onto school.

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

All children, across all age ranges, are extremely settled and exceptionally happy with the warm and caring staff. A highly effective key person system, including a strong buddy system, ensures that children are exceptionally well supported by a familiar and close adult. Consequently, their emotional well-being and personal and social skills are exceptionally supported. Children flourish as they positively grow in confidence and esteem as they form highly secure attachments to the staff. This enables children to be very confident in exploring the fantastic playrooms, making selections from the outstanding range of resources and making decisions appropriate to their age and stage of development. Children show their feelings of security as they readily smile, laugh and giggle in staff's company. They seek cuddles and reassurance from the highly nurturing staff in the presence of visitors to the setting. Transitions for children are managed exceptionally well. Staff, parents and carers assess children and provide a summary of where children are in their development to be used as a starting point for their next move. Visits to the children's new room means that they are supported and given time to make the adjustment. Therefore, children continue to feel secure and settled and continue to make excellent progress in their learning and development.

Staff are expert at helping very young children manage their feelings and behaviour through the use of highly effective strategies, such as distraction to divert young children onto other interests. Staff help children to understand the need to share as they ensure

that all children can take part in all activities at their level. They are excellent role models as they remain calm and continually offer praise and encouragement. As a result, children's well-being and feelings of being valued are continually enhanced. Staff display children's work around the playroom and consequently, they have a strong sense of belonging within the nursery.

Children effectively learn to manage risk in a safe and secure manner as they balance on the logs and negotiate the different levels within the outdoor area. Through practising the evacuation procedure, children know what to do in an emergency. Through excellent health routines and outdoor play experiences, children understand how to keep themselves clean and healthy. The sharp focus on healthy meals and ongoing snack time, combined with staff discussion about good foods, children learn that healthy food makes you strong. Accordingly, children build an understanding of their own health, safety and of safe practices. Therefore, children are relaxed, calm and their behaviour is exemplary considering their age and stage of development. Staff discuss the reason why we wash our hands and through discussion and reinforcement, help children to become independent. Through excellent opportunities to experience the outdoors, children are kept physically healthy and learn to coordinate their movements as they pick up balls, ride wheeled toys and delight in running and exploring their bodies.

A highly consistent approach is maintained to children's learning and development. This, combined with the development of children's self-help, confidence and skills in working cooperatively with others, means that children are exceptionally well prepared for the next stages in their learning and transitions to other settings and school.

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

The inspirational leadership and management of the setting contributes significantly to the high achievements of the children while at the setting. The management team is supported by the large organisation that is Busy Bee's, with a common approach to the management of each of their settings. The staff team are secure and have worked together for a number of years, resulting in a shared commitment to providing the best for the young children in their care. The management team have successfully completed the 'Step into Quality Award' and have identified very clear plans for the future development of the setting. A robust evaluation of the setting clearly demonstrates the management's understanding of and accurately reflects where they are in delivering high quality care and education. A programme for revamping the nursery to further improve the environment for all children is due to take place. A targeted approach to the development of a more neutral indoor environment and further resources to further promote disability will further enhance the already rich and stimulating environment.

Staff are totally committed and extremely passionate about their work with children. All staff have an excellent understanding of their role in protecting children. Extensive child protection policies and procedures are known and understood by all staff. They work effectively to support children and their families. Staff keep meticulous records for health and safety. For example, cleaning checklists, risk assessments and the monitoring of the

accident records, ensures that children are further safeguarded. Through the range of comprehensive policies and procedures, systems are in place to ensure that the recruitment of staff is robust and a strong approach to the appraisal and supervision of staff is taken. Training is supported and based on the identified staff skill area to promote their skills and therefore, the learning and development of all children. Nominated officers for training, health and safety and safeguarding are responsible for keeping all staff up to date with any associated changes. Staff are very positive and make their contributions known through room and full team meetings.

Staff are highly effective in developing close and robust relationships with parents and carers. Children's needs are extremely well met with highly effective links with external agencies. This means that children's needs are individually planned for and all involved in the child's life contribute to the assessment procedures, resulting in them being meaningful and highly appropriate. As a result, children are making the best possible progress. Parents' comment on their child's assessment and are consulted on a daily basis as they collect their child. Parents speak extremely highly of the staff and the care and education of their children. They particularly report on their children's excellent progress in the prime areas of learning.

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
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	EY241718
Local authority	Lancashire
Inspection number	908786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	204
Number of children on roll	92
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	02/12/2009
Telephone number	01524 845 245

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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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