

Busy Bees Day Nursery at Cheadle Kingsway

High Grove Road, CHEADLE, Cheshire, SK8 1NP

Inspection date	12/04/2013
Previous inspection date	10/11/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Staff have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, they make excellent progress in relation to their starting points.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.
- The nursery is highly successful in involving parents in children's learning, and there are very well-established routes for frequent information exchange between parents and the setting.
- Partnerships with other professionals are highly effective in providing for children's needs. Transitions in and out of the nursery are exceptionally well-organised to promote continuity of care and learning.
- The manager is proactive in developing the staff team and makes excellent use of the services available to support and develop the provision. The pursuit of excellence in all of the nursery's activities is demonstrated by an uncompromising, highly successful and well-documented drive to strongly improve achievement for all children over a sustained period of time.

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's activities in the four playrooms.
- The inspector held discussions with the manager, talked to staff and key persons and carried out a joint observation with the manager of an adult-led activity.
The inspector looked at various documents, including policies and procedures,
- children's records, planning, observations and assessments and evidence of the suitability of staff.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Busy Bees Day Nursery at Cheadle Kingsway was established in 1997. It operates from single storey, purpose-built premises in the Cheadle area of Stockport. There are four children's playrooms and three enclosed outdoor play areas. The nursery is open Monday to Friday, from 7am to 6.30pm, throughout the year, with the exception of bank holidays. The nursery is registered on the Early Years Register.

There are currently 113 children on roll who attend for a variety of sessions. It provides funded education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 23 members of staff who work directly with the children. Of these, 13 hold an early years qualification at level 3, two hold an early years qualification at level 2 and two are unqualified. The manager and one other member of staff hold the Early Years Foundation Degree. The nursery has links with the local Sure Start centre and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- continue the ongoing development of the outdoor environment to increase opportunities for babies and toddlers to explore sensory experiences, for example by creating a sensory garden.

Inspection judgements

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

Babies and children clearly enjoy their play in this high quality, welcoming environment. Planning is tailored to meet each child's individual needs and takes into account their interests and age and stage of development. Staff work extremely well together and consistently combine their skills and knowledge effectively to plan a highly stimulating and interesting environment. Their expert knowledge of the Early Years Foundation Stage framework and the children they care for is evident, as they support children's learning throughout the nursery day. This enables children to make excellent progress in their development. Staff are highly skilled at helping children to consolidate their knowledge and understanding by encouraging them to make links in their learning. For example, children enjoy a story about a beanstalk and this is extended by planting and growing

beans to develop children's knowledge of the world and teach them mathematical skills, such as the concept of size.

Comprehensive and accurate observations, assessments and photographs are included in children's records of learning and development. Information gathered from parents on entry and subsequent key person observations, are used as a starting point to track children's progress. Staff use 'involvement and well-being' scales as they observe children to ascertain the effectiveness of activities and children's levels of concentration. They carefully analyse the scores and adapt, change or enhance activities as necessary to ensure that all children are engaged and challenged in their learning. Parents are fully involved in their children's learning because staff actively encourage them to complete 'at home observations' and share their children's progress through daily discussions and at twice yearly parents meetings. The progress check at age two is completed by key persons and the summary of children's learning is shared with parents. As a result, children's learning and development is significantly enhanced and continuity of care and learning is highly promoted.

Parents are invited to share children's learning experiences as they receive information about topics and ideas for related learning activities at home. They are also given a wealth of information about how play relates to the early learning goals and children's steps towards them. The outstanding partnership between the setting, parents, external agencies and other providers ensures individual children's needs are quickly identified and exceptionally well-met through timely interventions. Consequently, children with special educational needs and/or disabilities and those whose starting points were initially below those expected for their age and stage of development, make excellent progress and the achievement gap is narrowing. The highly successful strategies in shared learning help ensure children are extremely well-prepared for the next steps in their learning and school.

There is an extremely sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. For example, children develop their social skills as they play cooperatively with each other, take turns, share resources and negotiate and problem solve when carrying out activities. Babies and toddlers enjoy times when they come together to sing songs and look at books. The organisation of the environment supports their independence skills as they confidently explore and investigate the resources on offer.

Communication and language development is given high priority in the nursery, with gestures, actions and pictures used to illustrate and support language development for all children. The implementation of 'Chatterboxes' which children take home and fill with items that are special to them are an innovative way of encouraging children to communicate. Older children are encouraged to communicate their thoughts and ideas through the excellent use of open-ended questions. Interaction between staff and every child is exceptionally strong and this is truly superb in relation to the very youngest of babies. Staff use the 'Letters and Sounds' phonics programme to maximum effect to implement activities to develop children's knowledge of letter sounds and learn about rhyming words. For example, children confidently find things that begin with the same letter and enjoy making 'silly soup' with objects that rhyme. Children who speak English as

an additional language are supported extremely well through excellent partnerships with parents. Staff work closely with parents to find out words in their home language so that they can understand children's needs and also to fully support their learning of English.

The well-organised environment, both indoors and outdoors, enables children to have the freedom and space to explore and be physically active. Children develop their large muscle control and coordination as they climb, run, slide and ride wheeled toys outside. They also learn about the world around them through first-hand experiences about the seasons and weather. For example, pre-school children explore the effects of wind as they explore streamers and wind socks and squeal with delight as they listen to the sound of hailstones under the outdoor shelter. The expansion of the outdoor environment for babies and toddlers is an area for improvement to provide them with further opportunities to use all their senses. Babies have room indoors to pull themselves up to a standing position, cruise along the furniture, roll, stretch and reach. Staff support babies to develop their small muscle control by providing them with objects they can pull, push, squeeze and hold. Older children develop their small muscle control as they manipulate dough, use pencils, crayons and pens and build towers with small bricks.

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

The well-established key person system and the effective deployment of staff enable children of all ages to form secure emotional attachments. Furthermore, systems are in place to ensure there is continuity of care by another significant adult in the event of staff absences. Interaction between staff and every child is exceptionally strong. For example, babies actively seek out their key person for comfort and cuddles for reassurance when they are tired or hungry. Staff support children to settle in to the nursery as they implement the highly effective settling-in policy and work extremely closely with parents so that they are fully aware of each child's individual care routines, likes, dislikes and interests. Displays of family photographs, obtained from parents, enable staff to talk to babies and children about significant people in their lives. Children are supported as they move rooms within the nursery, undertaking visits to help them become familiar with their new key person, the environment and routines. As a result, children's emotional well-being is promoted exceedingly well at all times.

Children demonstrate high levels of self-control during activities and display confidence in social situations. They play cooperatively, take turns and share resources and demonstrate a caring, respectful attitude towards each other. For example, they recognise when other children are upset and seek ways in which to make them feel better, such as inviting them to join-in their game. Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is exemplary because staff provide clear and consistent boundaries that are appropriate for their level of understanding.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure they are kept safe. The nursery is currently devising a system to involve pre-

school children in undertaking risk assessments, to enable them to identify hazards and what needs to be done to minimise them. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they enjoy running and climbing outdoors. They encourage children to become confident, independent learners. For example, they support children to make dens under the table, reminding them to be careful of other children's feet.

Staff promote good health and well-being in a variety of different ways, for example, children have regular access to outdoor provision where they enjoy the benefits of physical exercise and fresh air. Children who do not have free-flow access to use the outdoor environment, due to the design of the building, are frequently asked if they would like to go outside. Staff are flexibly and appropriately deployed to respond to the flow of movement of children between indoors and outdoors. The nursery adopts the 'Healthy Heroes' scheme and staff use it as an ongoing resource to consistently promote children's understanding of making healthy choices. For example, children explore how to keep their bodies healthy and strong by exploring nutritious foods as they take part in food tasting sessions. They learn about how their bodies work as they listen to their heartbeat when playing at 'doctors'. Information is gathered from parents on entry about children's specific nutritional requirements and allergies and there are meticulous procedures in place to ensure that each child's individual dietary needs are met.

Children develop an extremely good understanding of their own self-care and the importance of good health as they independently help themselves to tissues to wipe their nose and instinctively know to wash their hands before handling food or after visiting the toilet. Children acquire a range of self-care skills through precise teaching and confidently demonstrate their ability to put on and take off dressing up clothes and fasten their own coats. Children thoroughly enjoy helping with tasks, such as tidying up resources, which successfully develops their independence and sense of responsibility. As a result, children gain the skills, abilities and attitudes to prepare them well for future learning and in readiness for school.

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

Leadership is inspirational and the robust process of self-evaluation is extensive and well-documented. It highlights the strong emphasis on maintaining high levels of achievement for all children and focuses on the impact of teaching on children's learning. Strengths and weaknesses are clearly identified and targeted development plans are in place to secure continuous improvement, including the ongoing development of the outdoor environment for babies and toddlers. Following the recommendation from the last inspection, staff attended training to further improve their understanding of highly effective interaction with children, including role modelling learning. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. For example, a display in the entrance hall entitled 'You said... we did', demonstrates how staff have responded to positive feedback from parents on the value of parents' evening and, as a result, arrange them twice yearly. The nursery has also completed the local authority quality improvement plan in partnership with the

Stockport's early years consultant which has been shared with staff. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through high quality professional supervision, appraisals, continual reviews and extensive monitoring of practice. Peer observations are consistently undertaken to help staff to share their knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning.

Risk assessments and safety checks are robust and regularly reviewed so that children can move safely and freely in the indoor and outdoor environment. Highly comprehensive systems are in place for recruitment of staff, along with induction of new staff and apprentices, in order to protect children. Staff receive regular updated training in safeguarding and have an excellent understanding of procedures so that they can manage any concerns they may have about a child's welfare. Designated staff are responsible for leading safeguarding and health and safety, so that roles and responsibilities are clear. All documentation related to safeguarding and welfare requirements are completed to an exemplary standard to support the safe and effective running of the setting.

Rigorous monitoring of observations, assessments and planning by the manager ensures children continue to make progress in all areas of learning. Data gathered from individual progress trackers of all children in the nursery is collated to ensure that any gaps in particular areas of learning are quickly identified. Interventions are sought at the early stages for groups of children at risk of falling behind their peers or achieving below their expected level of development. Staff subsequently adapt their planning to incorporate further activities to support those children and the areas of learning identified. As a result, children's individual needs are consistently met effectively through early involvement of relevant external professionals and agencies.

Children learn about the transition to school through discussions, activities and visits from teachers. The nursery staff provide school staff with disposable cameras to take photographs of the school environment and teachers, which are then shared with children to help support them with the change. Consistent communication and strong links with local schools help ensure that transitions are sensitively handled. For example, the excellent document devised by the nursery, called 'Smooth Transitions' is completed prior to children's move to school, so that reception class teachers are fully informed of children's stage of development and also find out about their likes, dislikes and interests from comments made by children, staff and parents.

Staff have excellent relationships with parents which have been further enhanced through the introduction of the parent forum. Parents speak very highly of the nursery and the service it provides. They comment that their children are 'happy, safe and thoroughly enjoy their learning in a loving, caring environment.'

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	307163
Local authority	Stockport
Inspection number	910403
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	113
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	10/11/2011
Telephone number	0161 428 6226

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

