

# Busy Bees Day Nursery at Portsmouth

North Harbour Business Park, Compass Road, Portsmouth, Hampshire, PO6 4SR

<b>Inspection date</b>	25/04/2013
Previous inspection date	08/12/2010

<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 are very happy and settled in the nursery because staff use effective systems to ensure their individual needs are identified and met.
- Children gain considerable benefit from the highly successful partnership between the staff and parents, ensuring key information is shared, so all take a united approach.
- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Staff arrange the environment so that children can choose their play materials and follow their individual learning styles. This means that children concentrate at their activities.
- Children enjoy a wide range of exciting activities planned by staff which stimulate and motivate them. As a result they gain good attitudes towards learning.

### It is not yet outstanding because

- The educational programme ensures children are making good progress in the different areas of learning; however, children's progress in mathematics is not as effective as in the other areas.

## 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 indoor and the outside learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager undertook a joint observation of a planned activity.

## Inspector

Alison Large

## Full Report

### Information about the setting

Busy Bees Day Nursery Portsmouth is one of 213 nurseries run by the Busy Bees Group. The nursery registered in 2008 under the current management and is situated within a business park in the Portsmouth area of Hampshire. Children are cared for in a variety of separate age related rooms with access to a secure outdoor play area. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. At present, there are 140 children in the early years age group on roll. The nursery provides funded educational places for two, three and four year old children. The nursery is open weekdays from 7.30am to 6pm all year, with the exception of public holidays. Children attend the nursery from a wide catchment area. The nursery supports children who have special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs 17 members of staff who work directly with the children; of which 16 hold appropriate early years qualifications.

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

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

- extend the educational programme for mathematics making sure suitably challenging experiences are planned to ensure all children make good progress across all aspects of this area of learning.

### Inspection judgements

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

Children are happy and settled. They learn and develop well in relation to their starting points and capabilities. Staff organise the routines successfully to enable children to have lots of learning opportunities. Children are encouraged to make choices and take part in a range of activities that interest them. Observations and photographic evidence of children's play are collected by all staff and included in each child's 'learning journey' record. Staff use a tracking sheet showing how children are progressing in the different areas of learning, and this is also used to identify any gaps in children's progress. Children are encouraged to count and use numbers in a variety of ways. They are starting to recognise shapes and name colours; However, there are fewer opportunities provided in mathematics for comparing length, weight, capacity and time. At present, the children's tracking sheets are showing that children's progress in mathematics is not as effective as in the other areas of learning. Systems for planning and assessment are monitored and developed to ensure the activities and learning experiences support children's interests and the next stages in their learning. Throughout the nursery children are keen to join in

activities and are developing warm relationships with each other and staff. Adults gain eye contact with the children when talking to them and encourage them to listen, helping contribute to good listening skills. This approach also helps prepare them for school.

Children are supported in their learning and gain competence in communicating, speaking and listening. Staff reinforce words with the children and provide alternative words to extend the children's vocabularies. Children develop very good communication skills and chat happily both to one another and to adults. Staff support children extremely well, by offering praise and encouragement and demonstrate a good understanding of children's individual learning needs. Younger children are actively involved in their play, confidently selecting and exploring resources. They are supported extremely well by staff and as they progress they become confident in their daily routines. Children are able to thoroughly enjoy a wide range of exciting activities which stimulate and motivate them. The children particularly enjoy their time playing in the garden, where they are able to benefit from energetic physical exercise. They enjoy running, climbing, digging and jumping and stretching their muscles.

Staff share the children's assessment records with parents. They discuss with them the children's next steps in their development and learning, to ensure they are fully involved in their child's learning. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. They state they have seen their children make excellent progress whilst at the setting. The setting has implemented the two year old progress check and all documentation is in place.

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

All children enjoy their time in the nursery; staff interact well and develop very positive relationships with each child. Children develop emotional bonds and trusting relationships with their 'key person' and these relationships help children develop self esteem and confidence. All children are included and supported well and the setting promotes equality and diversity. Parents have good links with their child's key worker, who takes special responsibility for their child. Parents' and children's views and preferences are used to develop and enhance the provision. One of the strengths of the nursery is the use of the outdoor area, where there is a range of resources to stimulate the children's interests and provide many opportunities for learning and enjoyment. Children's physical skills are developing well. The range of outdoor equipment enables children to ride a range of wheeled toys and have opportunities to dig, catch and climb. The children learn about growing and caring for plants as they have their own vegetable garden; they enjoy eating the vegetables when these have grown.

The nursery provides an excellent variety of healthy and nutritious meals and snacks which are cooked on the premises. Children benefit from the carefully balanced menu offered. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Excellent systems are in place to inform staff of any health or dietary issues the children may have. Drinks

are available at all times for the children who all have individual water bottles. The staff help children to understand dangers around the setting. Children are encouraged to take care when using equipment and to be mindful of others around them. Effective systems are in place for behaviour management. Children behave well; the staff are good role models promoting listening and helping children to become sensitive to each others needs. They are learning to share and take turns and play well together. Children are developing friendships, and interact with staff and each other well. Children know what is expected of them and are confident to make their own choices and decisions.

Good procedures are in place for a smooth transfer for children moving to the different age group rooms within the nursery and also their preparation for school. Parents are kept informed throughout the process to ensure they know what is happening. They are also invited to visit the next age group to get to know the staff as well. All staff are committed to making the moves to the different age groups as smooth as possible for each child. Staff liaise with the various schools children will transfer to for the children due to start school to aid a smooth move for each child. In the pre-school room, they have a special time of focused activities for the older children to take part in during the summer weeks to help develop the skills needed for school. These are designed to help ensure a smooth transfer, consistency of care and learning and reassurance for each child.

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

The very good leadership and management of the nursery means the staff team work well together. Effective management structures are in place and communication with all levels of staff is very good. Children's care and safety are promoted well. Staff have a very good understanding of the procedure to follow, if they have a safeguarding concern. Some staff have attended training and share updated knowledge and awareness of safeguarding strategies at regular staff meetings. All staff are aware of their roles and responsibilities in keeping children safe from harm. There are robust recruitment and vetting procedures in place to ensure the suitability of staff and very good security measures and collection procedures in place to ensure children are kept safe at all times. Thorough risk assessments are in place, which are reviewed regularly. Staff carry out daily checks before the nursery opens, to ensure all areas remain safe for the children to use. Children benefit from a staff team that work very well together and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. A wide range of policies and procedures are in place, implemented and monitored. Documentation and records are completed effectively to ensure children's health and safety needs are well met. All staff take responsibility and use vigilance and risk assessments to check children's health and safety is maintained in each room, as well as outside. Systems to self evaluate the nursery provision are in place. These reflect its strengths and any areas for development. Children, including those with special educational needs and/or disabilities or learning English as an additional language are well supported and make good progress.

The excellent partnership between the nursery and parents ensures all relevant

information is shared between them. Parents are kept informed about daily routines, and activities through notice boards, daily diaries, talking to staff, parents meetings and a parent committee. Parents express enormous confidence in the high standard of care, communication and their children's preparation for the future. They feel very welcomed into the nursery and are extremely happy with the progress their children are making. The information available to parents means they are kept fully informed about nursery life and their children's progress. The links with other providers for children who attend more than one setting, and the local schools the children move onto are in place and effective to ensure there is continuity in the children's care and 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

<b>Unique reference number</b>	EY289898
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	909342
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	126
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	08/12/2010
<b>Telephone number</b>	0239 2383030

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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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