

Busy Bees Nursery (Wiltshire) Ltd

Busy Bees Nursery, Lowden Avenue, Chippenham, Wiltshire, SN15 1LH

Inspection date	06/06/2013
Previous inspection date	10/08/2009

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

- The senior leadership team and staff are open to new ways of working, which drives continuous improvement well to improve the provision offered to children.
- Successful partnerships with parents, outside professionals and other early years providers help meet all children's individual needs and support progress to the next stage in children's learning, including the eventual move to school.
- Overall, all children make good progress stemming from excellent relationships with staff. The outdoor area and transfer arrangements for children moving from the 'baby' room mean those children enjoy particularly useful and interesting experiences.
- Care practices are a particular strength of the nursery for all children.

It is not yet outstanding because

- The outdoor area does not offer sufficient daily physical challenge and variety for the most athletic and best-coordinated children.
- Sometimes group times for the older children are too long or occur too close together and some children lose interest and are easily distracted.

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 children's activities in both playrooms and outdoors.
- The inspector observed staff interaction with the children and spoke with most of the staff.
- The inspector held discussions with the nursery manager and business manager and talked with the provider/owner.
- The inspector examined a range of relevant documentation including a sample of children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Rosemary Davies

Full Report

Information about the setting

Busybees Nursery (Wiltshire) Ltd registered in 2006. It is privately owned by Busybees Nursery (Wiltshire) Limited. It operates from a single storey building in the market town of Chippenham, Wiltshire. Children use two main play rooms, a sleep room, changing room and toilets; there are kitchen, laundry and storage facilities. There is an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 95 children on roll in the early years age range, aged from 10 months to five years. The nursery is funded to provide some free early education to children aged three and four years. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. The nursery is open each weekday from 7.30am until 6pm all year, with the exception of a week at Christmas and for Bank Holidays. A variety of session times are available. There is a holiday club facility for older children up to eight-years-old in the Holiday Club during the school holidays. The provider employs 16 members of staff; of these, 12 hold relevant early years qualifications, with one holding Qualified Teacher Status. An on-site cook is also employed.

What the setting needs to do to improve further

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

- reconsider the size, content and timing of group times in the pre-school room, aiming to organise these so that they keep all children's interest and meet their individual requirements as well as possible

- enhance outdoor physical play by providing more challenge and choice daily for the most physically able children.

Inspection judgements

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

Enthusiastic staff help all children make good progress overall. Excellent relationships across the nursery mean children gain confidence to leave staff and learn by themselves through explorative play. Children are accommodated across two rooms, the younger ones in a purpose-built space, completed since the last inspection. Here, staff meet the youngest children's individual needs particularly well. They provide a wide range of exploratory play activities that these children revel in. Children use different implements to put coloured rice into containers. During this play, they practise their hand control, so that

they can eventually use writing implements. Staff provide plenty of resources so that lots of children can play alongside each other, which they do happily. The high number of staff to children means there is always someone on hand to give one-to-one attention.

Staff operate a system whereby the older children in this room spend time in the pre-school room daily while the older ones are outside. This arrangement extends the experiences of the two-year-olds in particular, as they explore the delights of this other room. They gaze in fascination at the varied shapes and colours of fish swimming in a fish tank. They demonstrate their developing language and comprehension as they point and exclaim 'big one!'. Staff support them by repeating clearly what they say in a full sentence, so the children hear how sentences are put together. Not only does this system give the younger ones a change of scene but they also become familiar with the room. This familiarity eases their eventual permanent move to it, so they settle quickly.

Likewise, the pre-school room has a wealth of resources, with new ones added in response to children's interests or current themes, such as boxes of different equipment and dressing-up clothes. Special activities occur daily, sometimes in response to annual events, such as Chippenham Folk Festival or Father's Day. Children show careful skills in cutting with scissors, handling paint brushes and an understanding of what they are doing as they make cards. They describe what they do and why, using full sentences, showing how their communication has developed. Staff use their training from national initiatives to remind children to listen and what this actually means, when children participate in group activities and listen to stories. Children ask questions about the story knowing that staff will respect these and respond. This growing ability to ask questions is useful for when they eventually move to school. Sometimes, however, group times are either too long or happen too close together and some children's attention wanders. Staff have not considered giving older children more choice of what they do and when, allowing them to decide when they want a story, for example, so they become as independent as possible in their learning. Staff promote letters and sounds particularly well. The children's vocabularies are extended as they discuss 'y' for yogurt, yoyo and yak. Children, including those learning English as an additional language, join in nursery rhymes eagerly.

The layout of the nursery means that children cannot move between the indoor and outdoor areas as they wish. Despite this drawback, all children spend long periods outdoors daily, which suits those children who learn better outside. The younger ones have rides around the locality in buggies too, providing another change of scene, as well as fresh air. Children relish being in the outdoor space. Staff provide some interesting equipment here, such as the 'spare-parts box'. This container offers an array of intriguing items that capture children's attention, to spark their imaginations. Children choose long cardboard tubes and make sounds through them laughing at the noises they create. Staff join in, encouraging children to blow 'louder', so extending play.

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

The nursery has a genuine 'family feel' with most staff knowing all the children. An established system to provide tailored support to individual children helps them settle

quickly. Staff get to know children well from the outset. They hold initial discussions with parents and fill out 'All about me' sheets to establish what children can do and their preferences.

Children learn to listen carefully to staff, so they know what is expected of them. Older children learn routines, such as finding their own name label when they come in each morning. Staff treat children with respect, answering their questions during conversations, smiling encouragingly and giving praise when due. Such actions elicit extremely good behaviour from the children. Outside, for example, some children thoroughly enjoy dashing around energetically on scooters. They skilfully avoid other children, so everyone is safe, without reminders given.

The nursery environment helps children gain personal independence. The toilet area is carefully designed specifically for children's use. Even quite young children manage their toileting needs. They know where to find soap and how to use pedal bins to dispose of paper towels. Care practices in the 'baby' room are both thorough and responsive to the youngest ones' requirements. Staff supervise all children closely, including when outside. They know their individual daily roles, such as who is on door duty; who is helping in the kitchen and who is filling in nappy changing charts. This knowledge helps the smooth day-to-day running of the nursery, keeping children exceptionally well cared for, and safe.

Children benefit too from the strong emphasis placed on healthy living. A varied and healthy menu is produced by the nursery's cook. Children tuck in to these freshly produced, healthy meals that satisfy their hunger and meet any particular dietary needs. All children, including those who cannot walk or walk far, have daily fresh air. One drawback is that the outdoor area has little variety daily to test the physical skills of the particularly well coordinated and most athletic children. While they have variety over a period, on a daily basis there is often only one activity to match their skills and nothing to stretch these further. Taken overall, however, children gain useful skills, attitudes and dispositions in preparation for their eventual move to the next stage of their early education.

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

Commendable willingness to try new activities or a fresh approach, in response to suggestions from outside professionals, means the senior management team drives improvement continuously. Many changes since the last inspection benefit the children. Outside, a covered area now enables children to engage in outdoor play in all but the worst weather. The staff team now focus on improving particular elements of children's learning over a period, such as their listening skills. This approach extends the staff team's skills. The provider encourages all staff to undertake regular training and to gain further qualifications. The manager leads by example. She instigates ideas from her degree course to the children's benefit, making sure other practitioners understand the value of these. Outside, for example, exploration of items in the 'spare parts' box leads to children enjoying a range of sensory experiences. This was an area requiring improvement at the

last inspection that has been met successfully. There is a carefully thought out, ongoing action plan that sets achievable targets. It includes input from the wider staff team and reflects users' views. The main focus for the coming year is on development of children's early writing in response to observations made of children's progress and provision of training by the local authority.

Senior managers have a clear understanding of the Statutory Framework for the Early Years Foundation Stage. They safeguard children's welfare extremely well. Systems to appoint staff are both fair and robust. Induction and probation systems help staff to learn and understand their new roles and responsibilities. The probation period is monitored closely and extended if necessary. The staff team has a range of experience that is used thoughtfully. Well-qualified staff support their less experienced colleagues through a 'buddy' system. Staff success is celebrated by the whole team, such as gaining a local 'Apprentice of the year' award, helping to cement positive relationships.

Staff follow required procedures to protect children. They supervise children closely, including when outside. Staff supervision sessions take place six times a year, allowing staff the chance to detail their ambitions. Monitoring systems are effective, overall. Senior staff check that the seven required areas of learning are planned and implemented. They review staff observations of children and assessments. They check records are updated regularly, so that the progress check for children aged between two and three years is undertaken readily. However, senior staff have not identified that some consecutive group times are too long and part of the content is unappealing. This, together with the lack of physical challenge for the most capable children outdoors, has an impact on individual children's learning.

Partnerships with parents are strong. Parents report that staff are responsive to their individual queries and concerns. They are well informed of their children's progress, particularly since a review of the system for 'open-days'. The new system means that many more parents come into the nursery to learn about their children's progress and see how they learn. E-mail is now used regularly to keep parents and carers informed of activities, events and general useful information about the nursery, together with the nursery's website.

Wider partnerships are a particular strength of this nursery. The nursery's Special Educational Needs Coordinator liaises with other professionals, including at specialist centres that children attend. This communication aids provision of appropriate and consistent support for children who have special educational needs and/or disabilities. When children leave the nursery, they move on to a number of different schools. Pro-active use of the Wiltshire system to bring reception teachers together with nursery staff at special cluster meetings helps understanding of how to support children for this transfer.

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	EY332429
Local authority	Wiltshire
Inspection number	828197
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	95
Name of provider	Busybees Nursery (Wiltshire) Limited
Date of previous inspection	10/08/2009
Telephone number	01249 444371

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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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