

Busy Bees Day Nursery at Derby Heatherton

Hollybrook Way, Littleover, Heatherton Village, Derby, Derbyshire, DE23 3TZ

Inspection date	25/04/2013
Previous inspection date	17/02/2010

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

- Children feel safe and secure in the nursery because they operate a very well-organised key person system, which also helps children to form secure attachments and promotes their well-being.
- Children are making good progress as the staff team have a good knowledge of each child, and support them well in their learning and development.
- Leadership and management is strong and there is a clear motivation to develop the nursery, in order to improve children's learning and care.
- Partnership with parents is effective. Staff and parents communicate very well, which helps children's continuity of learning and care.

It is not yet outstanding because

- Staff working with the babies do not always make the most of every opportunity to extend their communication and language skills by talking to them regularly.
- At snack and lunch time children do not always fully use the skills they have gained to increase their independent development.

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 held discussions with the manager, assistant manager and the early years coordinator from the company and spoke to the staff, children and parents.
- The inspector observed children in their play, and during focused activities and meal times.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Busy Bees Day Nursery at Derby Heatherton opened in 1999 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is part of a national chain of childcare facilities, owned by Busy Bees (Trading) Limited. It operates from a purpose built, single-storey building in Heatherton in Derby. The nursery is open each weekday from 8am to 6pm all year round except bank holidays. All children share access to secure enclosed outdoor play areas.

There are currently 111 children on roll; all of whom are in the early years age range. Children attend for a variety of sessions. The nursery receives funding for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The nursery employs 25 full-time and part-time staff. Of these, 19 hold appropriate early years qualifications at level 3 and three hold qualifications at level 2. One member of staff holds Early Years Professional Status, and one holds an Early Years Foundation Degree.

What the setting needs to do to improve further

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

- develop children's communication and language skills further by always making the most of opportunities in the activities and educational programmes to expand and widen children's conversation; paying particular attention to the youngest children in the nursery

- enhance children's independence and self-help skills at meal times, for example, by encouraging children to pour their own drinks and help set the table for lunch.

Inspection judgements

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

Children are very happy and contented at this friendly and welcoming nursery. Staff have a secure understanding of how to promote their learning effectively through play. They have good knowledge of the Statutory Framework for the Early Years Foundation Stage learning and assessment requirements. They obtain relevant information from parents about their children at settling-in times and through the information gathered in the 'All About Me' booklets. They use this very effectively along with their own initial assessments

to create the children's 'starting points'. This enables staff to plan interesting activities for the children when they first start at the nursery. Staff continue to skilfully observe and assess the children while they play and analyse the information efficiently to identify the next steps in children's learning and inform planning. Consequently, staff provide stimulating and challenging activities to meet children's needs. As a result, children are making good progress towards the early learning goals. Staff have high levels of tracking processes to note down children's achievements. These are used by key persons to identify any gaps in children's learning and successfully implement the progress check at age two. This enables them to be able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. Children with special educational needs and/or disabilities and also children who speak English as an additional language are wholly included in this process and make good progress given their starting points.

Pre-school is a hive of activity where children learn through exiting and purposeful activities. They have access to all areas of the learning environment including outside and are able to decide for themselves where and what they want to play with. The high quality toys are accessible for the children to independently select. Children are interested and very keen learners. They are willing to try new things, become fully involved in their learning and have ideas of their own. They show increasing characteristics of effective learning. One example of this is when children discuss at circle time that their lunch table looks uninviting and decide to make flowers to brighten it up. Staff source a book with pictorial instructions on how to make flowers. Children with support make these flowers. They demonstrate maintaining focus on their activity as they fold the tissue paper and attach pipe cleaners. Staff use this opportunity very well and ask open-ended questions about the flowers and encourage mathematical language as they talk about the colours, shapes, and count how many they have made. The children show great satisfaction in their creations as they show all visiting adults what they have made.

Children from all groups love being outside. These areas provide opportunities for the children to develop their physical skills effectively. Older early years children ride bicycles, scooters and sit-and-ride toys, skilfully negotiating the obstacles as they race around the area. They balance on stepping stones and logs and climb to the top of the climbing frame. Younger children demonstrate their emerging skills of catching and throwing balls and developing their building skills as they balance bricks to make a tower. These skills are helping children to make good connections between their movements and their actions. Children's fine handling skills are developing very well. Children throughout the nursery enjoy using a selection of tools. For example, they use chunky chinks, play dough rollers, scissors and paint brushes to create pictures or make marks. Children's literacy is highly promoted; they learn to write their names accurately and write for purpose as older early years children write 'shopping lists' and 'menus'.

Books play an important part of nursery life and staff introduce them to babies, effectively encouraging them to use them carefully. Babies sit and snuggle with staff as they enjoy turning the pages of animal books and make the sounds the animals make. They anticipate the actions of the staff and laugh as they turn the page. This helps to develop young children's communication and language. However, there are times when staff do not promote conversations with the babies to efficiently support this area of learning.

Older early years children are captivated as staff read popular books, using props and actions. They concentrate, predict the end of the story and use questions well. This enjoyment of books is enhanced by all ages of children as they independently select their own books to look at and snuggle in cosy and attractive book areas.

Children's curiosity is fostered well from an early age. Babies explore treasure baskets and bang metal pans together to find out what they sound like and to explore the world around them. Toddlers investigate small world toys as they decide which way to roll the cars or negotiate how to put the train track together, which helps them to seek challenge. Pre-school children show particular interest in hunting for mini beasts. They are intrinsically motivated as they use 'clip boards' and cameras to record their findings. Younger children show enjoyment in using cause and effect toys as they press buttons to watch toys pop up, flash and make noises. Older early years children are developing their information and communication technology skills positively as they use the 'mouse' to play matching and sound games. These skills help children in their future learning, which is normally school. Staff promote expressive arts and design with passion and provide many opportunities for children to explore and experiment with materials. For example, they use a variety of techniques to paint, such as bubble, string and marble painting.

Parents are well involved with their children's learning from the moment they enter the nursery. This is because the nursery has an effective key person process and parents comment they are able to talk to their child's key person at drop-off or pick-up times to discuss their child's progress. There are opportunities for parents to see their child's learning journey records to discuss in more depth their progress at parents' evenings. Staff provide activities for the children to do at home to enhance their learning further.

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

Staff greet children warmly on arrival. They have a loving and caring relationship with children who form strong attachments to familiar adults. Children separate from their parents confidently and settle quickly with sensitive support from staff. Older early years children confidently settle quickly to their chosen activity, chatting happily to their friends. This supports them in developing trusting relationships. All children have a key person who supports them in their learning and care to meet their individual needs. Those that are finding it hard to settle are offered lots of hugs from their key person to help them feel safe and secure. Families are encouraged to attend the nursery before children start to ease their transition from home to the nursery environment.

Staff have high expectations of children and are aware of their capabilities. Their individual personalities, likes and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development. Children behave well and show good care and consideration for one another. Staff are good role models and help children manage their feelings and behaviour. They encourage children to talk about their own and others' behaviour, the consequences of their actions and when behaviour is unacceptable. This helps children feel safe in the nursery. The nursery is set up to enable the children to explore and investigate their surroundings. Low-level units and clearly labelled resources

enable children to select activities and resources, promoting their independence and decision-making skills from an early age. However, at snack and meal times children's independence is not always challenged. Pre-school children do not always use the independent skills they have gained, to pour their own drinks or help set the table, and babies are not always encouraged to feed themselves.

Staff provide a very stimulating, enabling environment for the children both indoors and outside. Toys are high quality and well maintained. Resources are eminently suitable for the ages of children using them. In addition, to provide further stimulation for the children staff have created wonderful displays to encourage children to think when they look at them. Two examples of these are in the pre-school. Here children look at the 'Life Tree', which is a tree branch and contains various items, such as photographs, children's work and comments. In the baby room 'black and white' displays help young children to focus on objects and enhance their learning. These displays also give the children a strong sense of belonging and help build their self-esteem.

Children are encouraged to adopt healthy lifestyles because staff plan daily activities that promote healthy eating, drinking and regular exercise. They enjoy hearty home-cooked meals and are beginning to understand what is healthy to eat. For example, they make comments about getting 'big and strong'. This shows their understanding that food directly affects their bodies. Children enjoy plenty of fresh air and physical exercise. Their safety is a high priority for staff. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy away toys after themselves to prevent trip hazards. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

Staff foster children's emotional development well, as they are supported with transitions to help them with life changes, such as school. This is because the staff liaise with local groups and schools to promote smooth transitions.

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

The nursery has established strong and effective leadership and management. The nursery manager and staff fully understand the importance of safeguarding children at all times. They regularly update training in child protection and work closely with other agencies to support any family needs. Safeguarding is raised at every staff meeting and dedicated staff have individual responsibilities. There are thorough policies and procedures in place, including risk assessments which are used to maintain children's safety. There are effective processes in place to identify and show that all staff are suitable to work with children. This includes employment and induction procedures, as well as Disclosure and Barring Service checks. Staff have eagerly accepted new responsibilities and they are keen to try new initiatives.

Management have high expectations and inspire staff in developing their knowledge and skills to promote the learning and development requirements. The management team

regularly monitors and observes staff practice to assess how they engage with children. Management has identified, through the use of appraisals, supervisions and team meetings, a number of priorities for improvement. These have been formulated into an 'action plan'. This enables the manager and her team to successfully complete the improvements, to enhance the nursery and continue to provide high quality care and learning for all children. Professional development is promoted and staff attend a wealth of training. This results in staff improving their knowledge to inform practice. Staff are currently working on developing aspects of effective learning, which has a positive impact on children. Management have successfully completed the recommendations from the previous inspection. This also demonstrates the effectiveness of leaders. Staff have good knowledge of the nursery policies, which helps to ensure the smooth running of the nursery. Staff feel valued and they create a happy environment where children thrive.

The nursery is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. They seek the views of parents through daily discussions, meetings and questionnaires. As a result, there have been improvements to guidance given to new parents. Children's needs are well met through effective partnership with parents. In the event of any concerns about children's development, staff liaise with parents and external agencies to share information to implement early intervention. As a result, staff are able to receive the support they need for all children.

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	206111
Local authority	Derby, City of
Inspection number	909524
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	107
Number of children on roll	111
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	17/02/2010
Telephone number	01332 518888

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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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