

# Busy Bees Day Nursery at Sale

90 Glebelands Road, SALE, Cheshire, M33 6LU

<b>Inspection date</b>	26/04/2013
Previous inspection date	30/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
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

- Children are extremely motivated and engage readily in new learning. Staff are highly skilled at using every situation to maximise learning opportunities and as a result, children make rapid progress in their learning.
- All practitioners are exceptionally skilled and sensitive in supporting children to form secure emotional attachments. This provides a strong foundation to enable them to develop their independence and motivates them to explore.
- The rich, varied and stimulating environment promotes learning and challenge and provides a strong base for children to manage risks and understand how to keep themselves safe and healthy.
- Partnerships with other professionals are highly effective in providing for children's needs. Transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.
- Rigorous systems for reflecting on practice, involving managers, staff, parents and children, identify targeted priorities for continued improvement. The setting actively seeks evaluation from external professionals to set targets and sharply focus improvement plans.

## **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 four playrooms and the outdoor environment.
- The inspector held a meeting with the manager, talked to staff, children and key persons and carried out a joint observation with the manager of an adult led activity.
- The inspector looked at various documents, including children's records, planning and assessments and evidence of the suitability of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## **Inspector**

Julie Kelly

## Full Report

### Information about the setting

Busy Bees Day Nursery at Sale is one of many childcare provisions owned and managed by Busy Bees Day Nurseries Limited. It was registered in 2001 and operates from a converted school. The setting is situated in the residential area of Sale in Trafford, Manchester. Children access enclosed outdoor play areas. The setting is open Monday to Friday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays.

There are currently 86 children on roll, all of whom are within in the early years age range. Children attend for a variety of sessions. The setting provides funded early years education for two-, three- and four-year-old children. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 14 members of staff, including the manager, who work directly with the children. Of these, six hold an early years qualification at level 3, two hold an early years qualification at level 2 and four are unqualified. The manager holds an early years qualification at level 5 and one member of staff holds an early years qualification at level 4. The setting is a member of the National Day Nurseries Association.

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

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

- extend the excellent use of the outdoor areas to increase opportunities for babies and children to explore the natural world and enhance their highly developed sense of curiosity, for example, by providing a digging area and 'mud kitchen'.

### Inspection judgements

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

Staff have expert knowledge of how children learn and demonstrate high expectations of themselves and the children. The exceptional organisation of the educational programme engages children in rich, varied and imaginative experiences that are tailored to meet their individual needs. Teaching techniques are consistently strong across the setting and successfully reflect children's interests. Staff skilfully build on children's home based knowledge and experiences and provide further opportunities for progression. Plans link to

individual learning for each child and are flexible to take account of children's interests and spontaneous ideas. For example, following children's interest in swimming, they wear goggles and pretend to swim on the floor with the support of a highly enthusiastic adult. As a result, children are well motivated, eager to participate in activities and consistently demonstrate the characteristics of effective learning.

Accurate observations and assessments of children mean staff can continuously promote children's individual learning intentions and enable all children to make excellent progress in relation to their starting points. Staff talk to children before they start planned activities. This enables them to clearly understand the purpose of activities and helps extend their knowledge and vocabulary, introducing new concepts and words. For example, in the outdoor environment children are animated by the discovery of small creatures. The staff member follows their interest and extends their learning as she tells them what the creatures are called and responds to children as they ask 'Why have they got more than two legs?' Staff ensure children access a broad and balanced curriculum which is planned to maximise each child's individual learning potential. Weekly cooking sessions provide children with opportunities to develop their understanding in several areas of learning. For example, they learn about mathematical concepts, such as counting, measuring and weighing, learn that print carries meaning as they read recipes and develop an understanding of change through the cooking process.

Babies and children have a strong exploratory impulse which is further enhanced because staff provide a rich and varied range of interesting resources and materials for them to investigate. For example, babies explore using all their senses as they investigate a wealth of resources, such as see-through shapes, furry cushions, musical instruments and the black and white area. The exciting, stimulating and extremely well-organised environment ensures that all children make rapid progress towards the early learning goals in relation to their starting points. The excellent outdoor environment is an ongoing area for development. In order to provide children with increased opportunities to explore the natural world, extend sensory play and further ignite their high levels of curiosity.

There is an extremely sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. Staff teach children to share and take turns, cooperate in their play and respect the feelings of others. For example, children discuss how they should listen to others and look after toys and books during small group activities.

Staff capitalise on every opportunity to develop children's language skills throughout the setting. They are highly skilled in the way in which they use adult-led and child-initiated activities to skilfully question and challenge children's thinking. They value babies' and children's attempts to communicate, which gives them the confidence to experiment with sounds. Young children thoroughly enjoy taking part in listening games. They excitedly tell everyone that they are 'going to play the sound game' and rush eagerly to the table to participate. Staff competently support children's communication and language development as they invite children to recall how to play the game. They successfully promote children's listening and attention skills as they help them to focus on the sounds they hear and find the matching picture. As a result, children demonstrate high levels of concentration and perseverance, which equips them exceptionally well for their future

learning and school. Pre-school children go outside to listen to the sounds they hear in the environment. They listen carefully and share their excitement as they identify the sounds of cars, vans, lorries, birds and a helicopter.

All children are secure in communicating their needs and preferences. Staff are sensitive to individual needs by using familiar phrases in home languages which are gathered from parents. Gestures and sign language are also used very effectively to enhance early language skills and support children with special educational needs and/or disabilities. Children are exceptionally well supported to develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them to recognise letters and their understanding is significantly enhanced by the delivery of the 'Letters and Sounds' phonics programme. The environment is rich with print and text. All resources are clearly labelled with words and pictures and children access name cards to support them to write their own name on drawings and paintings. The well-resourced book areas in all rooms enable children to access a variety of reading materials where they discover that print has meaning. As a result, children are well prepared for their transition to school.

Babies and children are provided with a wide range of opportunities to develop their physical skills, both indoors and outdoors. For example, babies access a 'stand up bar' which enables them to pull themselves up to a standing position and look at their reflections in a mirror. Children enthusiastically join in with a music and movement session moving their bodies rhythmically to the sounds. They have access to continuous outdoor play where they develop their large muscle control and coordination as they ride wheeled toys, climb and run and use balancing equipment.

Staff work extremely closely with parents from the point of entry. They obtain detailed information to find out what children can do and use this information to establish children's starting points. Parents can access their children's learning records at any time. They are provided with sheets to share significant experiences, interests and observations of their children's learning and achievements at home. Children enjoy taking home the setting bear and story book, along with a diary and disposable camera, to record his adventures, which enables staff to forge strong links between the home and the setting. Parents are kept fully informed of their children's progress, through regular daily conversations and parents meetings held twice a year. A wealth of information is displayed and distributed continually, keeping parents informed about the Early Years Foundation Stage and suggesting how they can support their children's learning at home.

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

Children's emotional well-being is extremely well supported through a highly effective and well-established key person system. They share very positive relationships with the highly skilled staff, who are caring and sensitive to each child's individual needs. Staff spend time talking to parents in detail about their children and provide a settling-in process to make sure every child feels especially secure. Staff are always nearby to offer support and encouragement, which results in children being confident to try new things and fully

participate in the exciting activities the setting has to offer. Children arrive happily at the nursery, running excitedly to their key person to greet them before moving on to sample the activities.

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 boundaries and implement the behaviour management policy consistently throughout the setting. Staff manage inappropriate behaviour in a calm, sensitive way that is appropriate to children's age and stage of development. Highly effective settling-in procedures and the nurturing, sensitive interaction of staff ensure that children who are new to the setting develop a strong sense of belonging. They settle very quickly, demonstrating high levels of contentment and confidence.

Staff are particularly sensitive and skilled in developing children's sense of belonging in the extremely warm, family focused environment. Family photographs, obtained from parents, enable staff to talk to babies and children about significant people in their lives. Children quickly learn the routines and enjoy taking responsibility for helping with tasks, such as tidying up. Children can move up to the next rooms with a great deal of confidence. They are familiar with all areas of the setting and staff take time to get to know all the children attending. The key person shares detailed information regarding the child's needs and interests with staff in the next room to enable children to settle quickly. Children are extremely well prepared for transition to school through detailed discussions, sharing photographs of the schools, dressing up in school uniforms and visits from teachers.

All resources are easily accessible, enabling children to make choices as they engage in a variety of play activities. The setting adopts the 'Stepping into Independence' initiative. This involves providing children with child-sized mops and brushes, buckets and dusters and is designed to promote their independence skills as they engage in practical activities. Children skilfully develop a wide range of self-care skills as they confidently demonstrate putting on their coats to go outside. They help themselves to tissues to wipe their nose and instinctively know to wash their hands before handling food or after visiting the toilet. Children enjoy taking turns to give out plates and cutlery at mealtimes, which successfully promotes their confidence and self-esteem.

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. For example, children tell staff to be careful that they do not trip over and independently sweep up the sand, saying 'We have to sweep up the sand because it makes the floor slippy and we might fall'. Children develop an extremely good understanding of their own self-care and the importance of good health as they learn that meal times are social occasions when they sit together to eat. Information is gathered from parents on entry to ensure staff are fully aware of children's individual dietary needs and requirements. Babies and children sit together at low tables with staff at meal times, which enables them to interact with each other. Staff help children learn about positive eating habits as they teach them about foods that are healthy and those that are not healthy. They talk to children about their favourite foods and taste foods from around the world. Children's knowledge and understanding is further enriched as they regularly visit the local allotments where they learn about growing, planting and harvesting fruit and vegetables. They are provided with

a vast range of nutritious, healthy snacks and meals that are carefully planned to adhere to the recommendations of the World Health Organisation.

Children learn to use a selection of equipment safely, such as large climbing apparatus, scissors and dough tools. They are provided with daily opportunities to engage in physical exercise and fresh air and each room provides a cosy, quiet area where children can rest and relax. As a result, children's all-round emotional and physical well-being is exceptionally well promoted.

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

This excellent setting provides a calm, nurturing, caring environment where young children can thrive and develop to their full potential. The knowledgeable and enthusiastic manager and staff team provide a rich learning environment where children's individuality is recognised and cherished. Consequently, learning outcomes are excellent for children. Key persons get to know the individual children well through the development of positive partnerships with parents, enabling them to form knowledgeable caring relationships with the child. This enhances the child's ability to settle in the setting and enjoy and benefit from the learning experiences available. Systems for monitoring educational programmes, individual planning and assessment are robust, so that children receive a rich and varied learning experience based on their individual needs. The highly precise systems for assessment mean that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals. In addition, the rigorous procedures in place for monitoring all children's progress, and the subsequent analysis of the data, ensures that any gaps in learning are quickly identified. Consequently, additional support is put in place where necessary and the achievement gap is narrowing.

Children's well-being is strongly promoted as the manager gives safeguarding very high priority and makes sure all staff working in the setting are fully aware of their responsibilities. The manager has robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children. All staff attend regular safeguarding training and many hold a first aid certificate. Thorough and recently updated safeguarding policies and procedures are known by staff and underpin the excellent practice. The external entrance to the building is monitored by a closed circuit television camera and staff are deployed in the area at arrival and collection times to ensure children are kept safe. Designated staff are responsible for leading safeguarding 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.

The manager and senior members of staff make up an inspirational management team, who have a shared vision of their aims for the future development of the setting. Staff are highly skilled and continue to develop as they are encouraged to gain further qualifications and extend their knowledge, improving outcomes for children. In-house training is also

used to enhance practice. The manager ensures staff attend regular staff meetings, training meetings and carries out regular appraisals and one-to-one supervision sessions to ensure their practice continues to develop. 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.

As part of their ongoing self-evaluation, the views of staff, children and parents are obtained and acted upon. The well-established pre-school council gives children the opportunity to voice their opinions about the setting. These include children's preferences of what they like to do outside and, as a result, staff plan activities and experiences that meet their needs and interests. Parents are invited to assess the environment on a regular basis and their views are responded to and acted upon. For example, parents say that they would like to know when their child's key person is absent and who will be caring for their child that day. Staff respond by explaining that there is a notice on the wall in each room wall to inform parents of their child's key person. Staff can identify their key strengths and recognise how further development of the outdoor provision will enhance their already high quality service. The setting appreciates the guidance and support from the local authority and the company childcare and curriculum advisor and how their advice has helped them to focus on targets for improvement. Following the recommendation from the last inspection, staff evaluated and revised the assessment system to ensure its effectiveness in tracking children's progress.

Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by staff at the highest level because of their outstanding understanding of the importance of partnership working. For example, children with specific medical and health requirements are cared for by staff who have a superb knowledge of their needs and receive specific training to ensure they consistently receive the very highest standard of care. Partnership working with other professionals and settings to support children's individual needs is exemplary, including at transition times.

Parents receive a wealth of information regarding the service and educational programme and are fully involved in learning and development and are informed about their children's progress. Highly complimentary parent feedback during the inspection highlights they are delighted with the service they receive and are incredibly happy with how well their children are progressing.

### 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
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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>	960724
<b>Local authority</b>	Trafford
<b>Inspection number</b>	910854
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	66
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	30/11/2011
<b>Telephone number</b>	0161 976 6125

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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.

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.

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