

Busy Bees at Lostock Hall

1 - 5 Emily Street, Lostock Hall, Preston, Lancashire, PR5 5SZ

Inspection date

25/04/2013

Previous inspection date

23/05/2011

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

- Good relationships with parents help children to make progress, as the staff work hard to ensure there is a joint approach to children's learning and to promote the importance of home learning.
- The management team are highly committed to developing a high quality provision for all and self-evaluation is robust. Staff work well together to effectively support children's overall learning and development.
- Children's well-being is extremely well supported and their behaviour is managed effectively through the good use of praise and encouragement. Consequently, children have good levels of self-esteem and confidence.
- Children are very well safeguarded because staff are fully aware of their responsibilities to protect children. A secure and safe learning environment is provided and risks are managed to keep children safe and protected.

It is not yet outstanding because

- There is scope to extend and support younger children's sensory experiences further to enable them to freely explore their own interest in messy play.
- There is scope to extend opportunities for children to write for a purpose, across all areas of provision, in order for children to further practise these skills during their play.

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 activities in the nursery room and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies.
- The inspector and Childcare and Curriculum Advisor for Busy Bees took part in a joint observation of practice within the pre-school room.

Inspector

Janet Singleton

Full Report

Information about the setting

Busy Bees at Lostock Hall was registered in 2006 to the Busy Bees Chain. It is registered on the Early Years Register. It operates from three rooms in converted premises in the Lostock area of Preston, Lancashire and is managed by the provider. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available to the children for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and 3 with three working towards a qualification. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review and reflect how staff's encouragement of very young children's thinking further supports them by allowing children to follow their own lead and guide their own play in messy and sensory activities, when appropriate
- review and further enhance the learning environment to support children's enjoyment of writing, such as by encouraging children to write for a purpose across all areas of play.

Inspection judgements

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

The staff provide a broad range of good quality activities that promote children's progress towards the early learning goals. As a result, children make good progress considering their starting points, age and stage of development. Staff undertake good quality observations of children resulting in a clear identification of their next steps for learning. Planning reflects the identified individual needs and as a result, children experience a good range of interesting and challenging experiences matched to their unique needs. Consequently, their learning is improved as they become active and keen learners and any gaps identified are closing. Staff understand each child in their care and know how they

learn. They have high expectations and work well to ensure children's learning is fully promoted. Those children who have English as an additional language, or who have special educational needs and/or disabilities are supported through planning and working closely with their parents and carers to identify and meet their individual needs. Tracking of children's participation and how they use the good quality resources, enables staff to identify how children's learning needs are addressed to ensure their progress is consistently good.

Staff value and support children, recognising that they learn through well-planned play in a rich and stimulating environment. However, some staff on occasions, attempt to extend children's thinking further when the child clearly is engaged and wants to follow their own lead. For example, in messy play very young children delight in the sensory experience of feeling the paint on their hands rather than looking to see what shapes or marks are being made. This means children's concentration and experiences are occasionally disrupted. Mathematics is fully supported because staff encourage children to count as they play. Numbers as labels are well used to build and enhance children's interests in matching numbers, numerals and objects.

Children are active learners as they seek out good quality experiences, such as role play and malleable material, using and developing their imagination. Staff promote early listening skills as they sit with children and read stories together. Children learn about the author and the illustrator as staff introduce how books are put together and who contributes to this process. They learn new words and remember that 'nocturnal' is a name for animals that come out at night. Additionally, this helps children to find out about the world around them. Staff promote children's enthusiasm for writing by having areas where children can make marks, and are encouraged to write. That said, children do not readily transfer these good skills to other areas, for example, role play, to practise and extend writing for a purpose, such as making lists. The effective teaching methods include the use of good opportunities to sound out letters as staff use their knowledge of early phonics to promote children's language skills. Consequently, children are extremely well prepared for the next stage in their learning, for example, school. The completion of the progress check at age two is comprehensive and completed by key staff.

There is a sharp focus on helping children become independent, therefore, supporting their physical, and personal, social and emotional skills. They pour their own drink and self-serve their snack as they decide how much they want to eat and drink. At lunch time, they tidy-up as they take their plates away, lining up and learning how to wait their turn. They enjoy the social occasion of lunch time, chatting about their morning or things that interest them as they make friends and learn to get along with others. As a result, children fully understand the behavioural expectations, listen to staff and respond positively, resulting in behaviour that is good. Outdoor play is provided for in the well-planned outdoor environment. Children run, climb and explore their bodies as they develop their physical skills and coordination. Staff plan to develop children's small physical movements through the planning of activities, such as gluing, pencil work and jigsaws. The planning of the music and movements session allows children to explore their bodies through music and to use their imagination as they sing, dance and leap about with delight, enthusiasm and enjoyment within a structured session.

Staff build good relationships with parents and carers sharing good quality information regarding children's needs. This enables an accurate identification of children's starting points for staff to build on. The staff's approach to involving parents in the assessment of their child means they contribute to staff's assessment in order to provide a consistent approach. This relationship is further enhanced by sharing daily communication sheets, and discussions with parents reinforce a culture of working together to assess and contribute to each child's learning and development record. Therefore, children are fully prepared for their next steps in their learning and for their progression onto school.

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

Effective key person relationships means children are supported by the warm and caring staff. Children are very secure with staff and as a result, are happy, settled and enjoy their time at the nursery. Staff promote children's personal, social and emotional skills as they encourage children to share, take turns and learn to play together. Through staff's use of effective and meaningful praise and clear expectation for behaviour, children are well-mannered and polite. Additionally, children display good levels of attention and are very well behaved. Children are delightful and really enjoy their time at the setting. They laugh, giggle and seek cuddles from staff as they form secure bonds and emotional attachments. As a result, their sense of self and well-being is fostered extremely well. Transitions within the nursery are managed exceptionally well. Staff undertake an assessment over five sessions to identify children's starting point. Discussions with parents and the previous key person contribute to this accurate and effective process. Therefore, children are well prepared for the next stage in their learning and future transition to school.

Staff build children's confidence and encourage them to be independent as they plan for children to make choices from the good resources and to manage their own personal needs. For example, children are expected to try when putting on their coats to play outdoors. Children play out each day and enjoy the benefits of fresh air and exercise. The sharp focus on healthy meals and the self-serving at snack time means children learn about healthy food. They actively listen to staff as they get ready for lunch, and feel secure as they recognise the routine of the day. Staff talk to children about the importance of food and drinks during meal times to further develop their understanding. They learn to manage risk as they climb, run and explore the outdoor environment. Additionally, they develop their physical skills and coordination as they make pathways on wheeled toys or climb the slide and balancing equipment. Children's well-being is further supported by agreeing all care needs with parents and carers. All required parental information is held to support a consistent approach to the care of young children, which fosters their well-being.

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

The management team are strongly committed to improving the quality of the provision. Secure self-evaluation and clear targeted plans for improvement means the capacity for continuous improvement is good. Plans recently implemented, to improve the planning and tracking of children's progress, ensure children's learning is effectively progressed.

Consequently, children make good progress towards the early learning goals considering their starting points. Secure relationships with parents and other agencies means information is shared to support a consistent approach to children's learning and development. Additionally, this means children who have identified needs or have English as an additional language are very well supported and this approach makes a strong contribution to meeting their needs.

Children are effectively protected because staff are secure in their understanding of safeguarding. All staff are confident of the action they need to take should they have any concerns regarding a child in their care. Secure and robust documentation to support the safety, learning and development of the children is in place and implemented consistently. For example, secure risk assessments, cleaning rotas and the monitoring of accident records are undertaken to keep children safe and further protected. The management team are clear of reporting requirements and of the need to keep children protected. All required documentation is in place and fully meets with the requirements of the Statutory Framework for the Early Years Foundation Stage. Team meetings, supervision and appraisals, combined with an effective training programme, means staff are supported in developing their skills in meeting children's needs. Strategies for managing staff performance are strong and incorporate robust recruitment and induction procedures. This contributes to ensuring staff are suitably qualified and have a high level of skills to progress children in their learning and development. Nominated officers for health and safety, and behaviour management ensure all staff are aware of changes, following the reviewing of the robust policies and procedures, and are kept fully informed. Monitoring of the educational programmes by the staff team, means children are provided with a broad range of good quality activities supported by a range of resources in a lively, stimulating 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	309354
Local authority	Lancashire
Inspection number	909799
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	61
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	23/05/2011
Telephone number	01772 627901

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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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