

Busy Bees Day Nursery at Leamington Spa

Warwick Gates Business Park, MacBeth Approach, Leamington Spa, Warwick, Warwickshire, CV34 6AD

Inspection date	30/04/2013
Previous inspection date	16/02/2011

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

- The indoor and outdoor child-focused learning environments provide interesting and stimulating activities that engage children in purposeful play and build on their interests.
- Children develop secure trusting relationships with their key person and other nursery staff. Discussions with parents are purposeful and impact well on the subsequent care offered and received by the children.
- Staff skills are regularly updated through monitoring and regular appraisals. This ensures they are sensitive to children's individual needs to enable them to make good use of the many learning opportunities provided.
- Children's achievements over time are effectively supported because staff accurately identify priorities through well-considered reflection.

It is not yet outstanding because

- There is scope to enhance the opportunities for children to speak in their home languages and use further signs and labels written in different scripts so that children recognise and value a variety of languages.
- Staff are, at times, inconsistent in encouraging children's independence and maximising the opportunities to help children to make decisions at snack and meal times.

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 throughout the nursery.
 - The inspector spoke with the managers, staff and children at appropriate times throughout the observations.
 - The inspector conducted a joint observation of tea time with the manager.
 - The inspector looked at documentation, including children's assessments, planning, and a selection of policies and procedures.
- The inspector also took account of the views of parents in information included in
- the nursery's evaluations and action plans and from the nursery's own parental surveys.

Inspector

Lucy Showell

Full Report

Information about the setting

Busy Bees Day Nursery at Leamington Spa was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Leamington Spa area of Warwickshire, and is managed by Busy Bees Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from several base rooms and there are fully enclosed areas available for outdoor play. The nursery employs 24 members of staff, consisting of two apprentices studying level 2 qualifications, one head chef, one chef, a financial administrator and a housekeeper. All the permanent contracted nursery staff are level 3 qualified with the exception of three staff; two of whom have BA Hons Degrees and one has Qualified Teacher Status. The nursery manager holds a level 5 qualification. The nursery also has a bank of eight relief staff to call on when needed.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 164 children on roll who are in the early years age group. The nursery provides funded early education for 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:

- promote further all languages spoken and written by parents and children so that children recognise and value a variety of different languages and scripts, for example, by providing interesting opportunities for children to use their home languages, and through displaying different words
- create more consistent opportunities for children to do things for themselves such as preparing and serving their own food and encouraging them to make choices in order to further support their growing independence.

Inspection judgements

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

Children are happy and keen learners who are making significant progress in their learning and development. This is because they are supported well by staff who have good knowledge and understanding of how children learn. Children's development is assessed

and monitored well because staff track the impact of the experiences provided on children's learning. The staff's interactions and teaching techniques are positive and show their secure knowledge and skills which engage and capture children's interests. As a result, staff ensure there is a variety of interesting activities across the seven areas of learning. Staff complete all required progress checks and assessments effectively. This helps them to identify children's next steps in learning and plan activities to enable the children in making good progress. Staff share these very well with parents so that parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. The information is used effectively to gain appropriate support at an early stage so that no child gets left behind. As a result, all children, including those with special educational needs and/or disabilities and English as an additional language, are progressing well and are developing good skills for their future learning, such as moving on to school.

Children's starting points are assessed well on entry. For example, at initial visits parents are invited to share information about their child's development. This valuable detail, such as likes, dislikes and favourite activities, is used effectively to support the staff's observations of the children. As a result, staff learn about the children's preferences and skills and build on these to help children to settle well into the nursery. This partnership is extended further because parents complete accounts about the experiences children have enjoyed whilst they are not in nursery. Staff then use this information to plan and provide complementary activities. In addition to this, staff encourage parents to attend open days and parents' evenings. These provide some wonderful opportunities to liaise with staff and to share activities with their children. As a result, children's learning is supported well, both at the setting and at home.

Children thoroughly enjoy their experiences at the setting and are eager to engage with staff and peers. Staff make the most of the spaces available by having different zones full of beautiful resources. This environment is used well as children are free to select from the variety of age- and stage-appropriate resources on offer. Children take equipment from one space to another to extend their learning with their own ideas in mind. For example, children select puppets and stand behind a book shelf to put on a puppet show. They change their voices to become the different characters such as Mommy, Daddy and a crocodile. In addition to this they ask questions such as 'what happens if we put the glitter glue into the cornflour and water?'. Staff simply extend this by saying that they are not sure and together they mix the two in a builder's tray and explore and investigate their creation. This means that children have some good opportunities to follow their own thoughts and feelings and are developing confidence and good self-esteem.

Children make the most of role play areas using their imaginations they act out real and imagined experiences. For example, older children take turns in the 'garden centre' to be the shop keeper, serving customers and tending to the plants. Meanwhile, younger children are enjoying adventures to other worlds as they dress up in space suits and travel in the rocket they have created by painting and decorating large boxes. There are some good opportunities for children to share stories with staff and peers during circle times at through play. This is supported by the picture- and print-rich environment which offers prompts for children to extend ideas and language further. However, for children who speak English as an additional or dual language, there is room to value further their

background and their recognition of different languages, for example, by providing more opportunities for children to speak in their home languages and displaying examples of print in scripts other than English.

For the youngest children, there are many rich and varied experiences enabling children to use their senses to explore their surroundings. At the water station they are engrossed as they pour and sift water through tubes and into containers. In the baby room they relax in comfortable surroundings which are set out in zones to cater for the varied levels of development. For example, there are well-planned spaces which allow babies maximum space to move roll and stretch. In the developing sensory room there are stimulating lights, sounds, smells and textures enabling all children to experiment and respond at their own pace. The addition of novel resources, such as natural and real objects excite children's curiosity in the treasures they find.

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

Children play in warm and welcoming surroundings throughout the nursery. Each of the rooms is well resourced and set out with good use of the equipment supporting children's learning and development further. There are many brightly coloured displays and notices which include photographs of the children and a wealth of useful information about the nursery and early years practice. These show how well the staff respect and value the children and encourage families to feel a strong sense of belonging. In addition to this, the examples of the children's pictures and paintings which decorate their surroundings help children to reflect on their successes and support their self-confidence and self-awareness well.

The key person system is effective in meeting children's individual needs. This means that children feel safe and secure and the close bonds formed with staff promote good levels of well-being. Children's care routines are adhered to and a clear exchange of regular information between parents and staff ensures that changing needs are consistently met. Transitions within the nursery are effective because current information is gathered and children enjoy quality time spent with new key persons. In addition to this, doors between rooms are opened to allow children and activities to flow before a permanent move. As a result, children appear very comfortable in their surroundings and build relationships with the kind and caring staff throughout the nursery.

Children are showing good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and to take care of the resources and equipment. This practice supports the nursery's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards. The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Children receive gentle reminders during play and older children devise 'our values' so that they clearly understand expectations and how to conduct themselves appropriately.

Children are developing good self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. In the bathroom

they 'wash the germs away' and in the rooms they collect tissues independently to blow their noses. Children enjoy sitting together sharing stories and daily news as they eat their nutritious meals. There are some good opportunities for children to make choices about the food they eat as staff encourage them to try new foods. However, this is not always consistent because there are too few instances when children are involved in preparing and serving their own food.

The outdoor and physical opportunities help children to understand the importance of fresh air and exercise. There is very good use of the spaces outside with varied zones for different types of play. Children enjoy walking through tunnels and into dens in the hedges, and take turns to ride bikes over the grassy dunes. They help to look after the herbs and other plants which provide good opportunities to excite their senses in the sights and smells. There are plenty of bikes, balls and hoops for children to develop their large physical skills and sand, water, chinks and brushes for children to refine small movements. The canopy covered areas ensure children are sheltered from the snow, rain and the sun and still benefit from the fresh air and open spaces.

Staff are very focussed on ensuring that all children, including those who have special educational needs and/or disabilities, are valued in the nursery and adapt practice to meet their individual needs effectively. They maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. As a result, staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of differing abilities, receives a happy and enjoyable early years experience that secures their future learning and ensures they are ready for school.

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

Children learn and develop well and are kept healthy and safe. This is because staff have very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There is a broad range of well-written and effective policies in place to support the management of the nursery and staff's clear knowledge demonstrates a significant level of understanding of the procedures to follow. For example, children are protected because staff are alert to any issues of concern and respond in a timely and appropriate manner. This is a particular area in which the nursery are proud of following some issues since their last inspection. In addition to this, they have robust procedures in place with regard to assessing risks within their nursery, making referrals and notifying Ofsted of incidents.

The welcoming environment provides children with space to relax, unwind and have fun. Staff share information very effectively with parents and other providers and valuable information is given to future providers or teachers so that individual learning can be continued. These partnerships are well established and ensure smooth transitions. In

In addition to this there are good communication links with other settings that children attend in parallel with the nursery. Staff actively share details of children's individual needs, skills and characteristics in order to enhance children's learning and development in consistent and complementary ways. For example, they work closely with other professionals and are involved in referral processes ensuring all families get the support they need.

There are clear recruitment and vetting systems in place ensure all people working with the children are suitable to do so. Performance management systems are effective with staff identifying suitable training. Staff cascade information from internal training and early years events to extend team knowledge and skills. In addition to this, managers monitor the impact of this shared knowledge to ensure their professional development is secure and to continually improve the provision for children. Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with other local providers and their local authority advisory team to share ideas and identify best practice and use quality audits as a welcome support.

Staffs enthusiasm is promoted well by the large organisation and the recognition that they are valued because of the opportunities which arise for further development of skills and knowledge. Regular staff meetings are held to reflect and share ideas to adapt practice where they feel necessary. The valued opinions of staff, parents and other childcare professionals are collated and used to complete evaluations and action plans. As a result, the nursery has a vision which is focussed on the priorities for development, such as embedding knowledge and skills gained from training events and research. This is in order to continue to improve the nursery for the benefit of children and their families.

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	EY289489
Local authority	Warwickshire
Inspection number	910153
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	122
Number of children on roll	164
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	16/02/2011
Telephone number	01926 889110

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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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