

Busy Bees Day Nursery at Leicester Carlton Park

Carlton Park, King Edward Avenue, Narborough, Leicester, LE19 0LF

Inspection date	07/05/2013
Previous inspection date	15/11/2011

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 key person system is firmly embedded and children feel safe and secure. Partnerships with parents, carers and other professionals are strong and as a result, children make good progress in their learning and development.
- Managers and staff show a strong commitment to the nursery provision and plans for continuous improvement are well targeted. Consequently, all children's care, learning and developmental needs are met.
- Children with special educational needs and/or disabilities, and those who have English as an additional language, are well cared for as staff are skilled in providing care that meets each child's specific needs. This ensures every child makes good progress in respect of their individual starting points.
- A good management team is in place. This is reflected through the range of professional development and training opportunities offered. As a result, staff are skilled and can support children's wide ranging needs.

It is not yet outstanding because

- The range of very good group activities do not always give full consideration to the length and content of their delivery. This means that sometimes, children are not fully engaged or can contribute in a way that is of value to them.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Busy Bees Day Nursery was registered in 2002. It is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in the Narborough area of Leicestershire and is managed by the Busy Bees group of nurseries. The nursery serves the local area and is accessible to all children. It operates from a single-storey building and there is a fully enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff. Of these, 23 hold appropriate early years qualifications. One member of staff has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6.30pm. Children attend for a variety of sessions. There are currently 116 children attending. The nursery provides funded early education for three- and four-year-old children. It supports 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 the delivery of large group activities to ensure that they take into consideration the length and content to support each child's full engagement and participation.

Inspection judgements

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

Children are happy and engaged in their play. They are active learners as they explore and investigate the toys and their environment with enthusiasm. Given children's starting points, as discussed with parents, children are making good progress in their learning and development. Staff understand the Statutory framework for the Early Years Foundation Stage and carry out regular observations and assessments of children. They use supporting documentation, such as the 'Development matters in the Early Years Foundation Stage' guidance, to track and monitor the progress children make, enabling them to identify any gaps in learning. Staff have begun to carry out the progress check at age two. Parents' thoughts and comments are used to support this process, ensuring that children's learning needs are effectively recorded. Staff show a good understanding of various teaching methods that engage children's interest. Room managers motivate and interest children in their play, acting as good role models for other staff in the rooms. For example, children are fully absorbed in making a 'mud cake'; they are encouraged to think

about what ingredients they may need. Staff use this opportunity to suggest, 'maybe you've got enough sugar now, too much is bad for your teeth', therefore supporting their imagination and an understanding of healthy practices.

Children have access to a wide range of books and print is used effectively around the nursery to develop children's recognition of letters and simple words. Pre-school children use books to identify birds they see in the environment. They point out a magpie and then find it in their book; this provides opportunities for children to understand that print carries meaning. Children and babies have good chances to make marks, for example, through painting with coloured water and colouring, along with paper and crayons being accessible in all the indoor and outdoor play areas. Children are introduced to mathematics in a variety of play opportunities and everyday routines. For example, children count how many of them there are sitting down at group time; they anticipate what number comes next as they help staff to draw hopscotch with chalk. Children learn about nature as they nurture incubated eggs and watch as three chicks hatch out. This unique and rare opportunity to witness nature first-hand fosters an understanding of lifecycles and growth over time. Children become engrossed in the chicks as they gently handle them and learn to use small voices so not to frighten the chicks. Some children benefit from group time, for example, they reflect on the morning's activities and build up a colour table. However, sometimes, larger group activities that are adult-led are too long for some children and they lose interest and concentration, therefore, gaining little from the experience.

The baby room has been well thought out and staff tune into the babies' needs sensitively because they know them very well. Staff provide a wonderful enabling environment for babies to learn and challenge them to explore and investigate many things. For example, babies are curious about shiny objects in the 'shiny zone', they relax in the 'lilac zone' with interesting and stimulating treasure baskets and they discover family photographs in the 'black and white' zone. These opportunities help babies to develop a strong sense of belonging. Children are developing their physical skills well. They love the outside environment and clearly demonstrate this as they run around, using their imagination to become Kings, Queens and a super hero. They balance on logs and ride on tricycles, which further develops their physical skills. Children learn about traditions and festivals as they dance around the maypole.

Children with special educational needs and/or disabilities, or who speak English as an additional language, are well catered for. Staff are aware of the languages that children speak at home and fully support this within the setting, through displays in dual languages. As a result, children make good progress overall in their communication and language. Parents of children who have English as an additional language speak highly of the rapid progress their child has made in speaking English.

Staff work closely with parents and other professionals, along with the nursery's special educational needs coordinator, to monitor and review the progress that all children make. Staff value and understand the importance of exchanging information with parents. This is achieved through various ways, such as daily discussions supported by written summary reports and parents' evenings. This helps parents understand how well their children are progressing in their learning and development and provides opportunities for them to share information about their child. Ideas are suggested to parents to continue children's

learning at home and this actively encourages parents to contribute to their child's learning. This enables practitioners to successfully meet their child's individual and changing learning and care needs.

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

Children are happy and content in this welcoming, friendly nursery. They show that they feel safe and secure because they happily separate from their parents. Children have built up strong attachments and relationships with their key person. This enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and have high levels of self-esteem. Younger or less confident children are supported in a gentle and caring manner. For example, the staff reassure them by speaking to them at their level and responding when they indicate the need for a cuddle. Children talk confidently to the inspector; this shows that they are comfortable in the nursery and self-assured. The staff work well with each child's parents to help them settle-in to the nursery when they first start attending. Settling-in is done on an individual basis and the key person continues a close working partnership with parents. This helps ensure that children's needs are met throughout their time in the nursery and that any changes are discussed together.

Children are very well behaved because staff have a positive attitude to behaviour management. Consequently, they know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are learning self-help skills well. For example, pre-school children wash and dry their hands independently for snack. They help to prepare fruit for snack, using a knife carefully to chop a banana. These activities help develop children's independence. Lunch is a delightful socialising time. Children are introduced to a starter for a change as opposed to dessert. This prompts conversations about holidays and restaurant visits that children have experienced. Children have a good awareness of healthy practices as they tell the inspector, 'I need to wear my hat, 'cos it's sunny'.

Children are confident and are helped to make independent choices about their play. Toys are presented attractively, encouraging children to explore and investigate their environment. Colourful displays of children's artwork, posters and photographs create a welcoming and stimulating environment, which helps all children have a sense of belonging. Outdoor play areas are used well. Children's understanding of healthy practice is well supported. Most children have frequent opportunities to enjoy free-flow outdoor play. This means they get fresh air on a daily basis. Babies do not have the opportunity to access the outdoor area freely. However, each day they visit the garden to play or they take walks in their pushchair around the local area. From a young age children are learning about keeping safe. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the nursery quickly.

Babies and toddlers are fully supported in their transitions within the provision. Their key person accompanies them on visits to the room they move on to, and shares knowledge of their individual development and progress with staff in the next area. They spend time

with the babies and toddlers, building up the visits to ensure their transitions are smooth and that attachments between the child and key person are made. To further support the move, parents are introduced personally to the new room and they receive in-depth information about the new key person and the new room. Transitions into school for the older children are well supported. The management team contacts the local schools where children move on to and share what they know about the children.

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

The manager of the nursery provides well-organised leadership to her team and is supported effectively by the management on behalf of the company. All staff share a genuine enthusiasm and passion for their work and this is evident in their daily interventions with the children. Advice from the Busy Bees management is actively sought and followed in order to bring about continual improvements. The manager has a clear monitoring and tracking system to evaluate the educational programmes to ensure every child is making progress within the seven areas of learning. This includes tracking individual groups within the nursery, for example, boys and girls.

Children are well safeguarded in the nursery because all staff know the correct procedures to follow should they have any concerns and who to report these to. The nursery is safe and secure because the door is locked during session times. The effective key fob entrance system ensures that no unwanted visitors enter the nursery. Accidents are managed well in the setting because most staff have carried out first aid training, they record all accidents and give parents a detailed description of what happened and any treatment administered. Children are well supervised because the manager carefully plans staffing requirements to ensure the correct ratios are maintained at different times of the day. Clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed, along with daily health and safety checks on the indoors and outdoors of the individual rooms, to further support children's safety. A good range of policies and procedures are in place and available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being.

Secure recruitment and induction procedures ensure that all those working with children are safe and suitable, having undergone appropriate vetting procedures. In addition, staff are asked each year to declare their ongoing suitability to further support children's safety and well-being. Regular team meetings and room meetings ensure that all those working with children are kept informed of changes. The management team undertakes, 'reflective practice observations' and 'annual performance reviews'; this enables the management team to identify learning and training needs for each individual staff member. As a result, there is a skilled staff team in place to support children's wide ranging needs.

Staff work very effectively together to reflect on and evaluate all aspects of the provision. Children's well-being is promoted strongly as the nursery has very good monitoring and evaluation systems. Each quarter a self-evaluation is carried out in individual base rooms. All of which, ensures that children's care, learning and development needs are fully met.

The commitment to continually develop the nursery to make sure children reach their full potential in their learning and development is evident. The staff's, parents' and children's views are sought to create an effective self-evaluation process. Recommendations from the last inspection have been met. For example, staff now provide children with an outdoor learning environment that stimulates and interests them.

Partnerships with parents are strong, and those spoken to speak well of the support and experience they and their child receives. They are invited to parents' evenings where they discuss the children's progress. As a result, staff can promote consistency in children's care and learning. Children's experiences are extended as parents' opinions are sought and responded to through the 'Parent Partnership' group. In addition, parents receive newsletters, e-mails and text updates. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

The Childcare Register

The requirements for the compulsory 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	EY241078
Local authority	Leicestershire
Inspection number	910700
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	101
Number of children on roll	116
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	15/11/2011
Telephone number	0116 2865566

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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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