

# Busy Bees Day Nursery

15 Park Road, Guiseley, Leeds, West Yorkshire, LS20 8AR

<b>Inspection date</b>	04/06/2013
Previous inspection date	21/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 have exemplary support to develop literacy and communication skills through robust staff understanding and practice, along with support for parents to contribute to this area of learning.
- Children are highly valued as unique individuals. Thoughtful and accurate assessments are constantly monitored, challenged and adapted to secure timely interventions and support where needed.
- Children thrive in this vibrant nursery where they make rapid progress in all areas of learning given their starting points. This is because the activities offered are supported by the staff's enthusiasm and expert knowledge and understanding of how children learn.
- The extremely successful key person system supports children in forming secure attachments, and this promotes their well-being. Practitioners have a very warm rapport with the children, and excellent interactions and thoughtful care routines foster children's well-being and contentment.

## 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 all playrooms, the outside learning environment and children having their lunch time meal.
- The inspector talked to the staff, children and held meetings with the manager and childcare co-ordinator.
- The inspector looked at a range of documentation including children's assessment records, planning documentation and a range of policies and procedures.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers.

## Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

Busy Bees Nursery was registered in 2003 and is on the Early Years Register. It is situated in purpose-built premises in the Guiseley area of Leeds, and is managed by Busy Bees Childcare Limited. The nursery serves the local area and is accessible to all children. It operates from seven rooms and there is an enclosed area available for outdoor play.

The nursery employs 36 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 167 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.

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

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

- enhance further the use of puppets and props to continue to sustain children's interest in books and songs.

### Inspection judgements

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

Staff are highly skilled and all know the children extremely well. They spend the majority of their time interacting and playing with the children. This happy, secure partnership increases the level of spontaneity and creativity in children's play. Children's learning journey folders are unique and precise. Photographs and links to current guidance provides staff and parents with a clear picture of children's progress. Individual tracking and sharply focussed planning for each child enables staff to provide excellent levels of challenge to extend children's learning.

Children's progress is meticulously assessed and actively monitored. This is because staff track the impact of the activities provided on children's learning and are passionate about ensuring there is a variety of innovative activities across all of the areas of learning. Staff complete all required progress checks and assessments, and share these effectively with parents. As a result, 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. This information is used exceptionally well in order to gain appropriate support at an early stage. As a result,

all children are developing excellent skills for their future learning, such as moving through nursery and on to school.

All children have a vast amount of extremely good quality toys and resources that they can all access independently. These are clearly labelled both in words and pictures. This enables all children to begin to understand that print carries meaning. Staff encourage the babies in their play as they offer them the large selection of musical toys and spoons in the treasure baskets around, to promote their experiences of different sounds and textures. Babies get very excited as they shake the musical instruments and mimic the sounds they make. Babies move around the room freely and also into their own outdoor area, where they can access a wide selection of toys, including balls and sit-on toys. Children in other rooms also access the outdoor area and they excitedly ride around on two-wheeled bicycles, balancing and steering exceptionally well around the other children. This helps children to develop their physical and movement skills.

The staff set up an outdoor activity linked to the story the children have listened to about a bear hunt. Children help the staff to set up the activity. They enthusiastically re-enact the story putting on their own wellington boots, before they splash in the water, walk through the mud trays and go into the large cardboard box looking for the bear in the cave. They repeat the story as they go in and out of the props that are available. Other children also have good opportunities to listen to stories, some have specific story time where they sit with staff and listen. Literacy is promoted exceptionally well throughout the nursery; all rooms have a vast selection of age-appropriate books. Children also have access to their own library where they choose books with their parents to take home. Although there are props and puppets available and these are used in some rooms, this can be further extended to continue to sustain some children's interest, at story times. Staff promote children's understanding of the world around them in a very positive way. For example, children get extremely involved in digging in the 'growing area' with the extensive selection of child sized garden tools. They are keen to tell that they are 'getting rid of the weeds, so that our carrots can grow', they then insist on showing the inspector and telling what vegetables they are growing around the garden. Staff extend the learning of this activity, through when inside, talking about staying healthy and how good carrots are for you.

Older children sit with the staff telling them they are going to 'France' for their holiday. Staff immediately take on board how interested the children are about the country and ask the children if they would like to learn to speak French. The children reply very enthusiastically and sit repeating various words in French and then together take turns to count in English and then the same numbers in French. This ensures that staff are encouraging children to learn about the world around us, through their wealth of understanding of children's individual interests. Staff continue to talk about France and show children landmarks around the country. Children shout to the staff about how 'tall' the Eiffel tower is and are very proud that they remember the name and this is reinforced by lots of positive praise by staff.

All rooms, corridors and the entrance way are extremely welcoming with a vast amount of children's own artwork displayed, making it a bright and cheerful environment for all children.

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

Excellent systems are in place to help children learn about healthy diets. They benefit from a varied nutritious diet of meals freshly prepared on the premises. Highly successful initiatives to further promote children's good health have been implemented by staff. For example, children enjoy savoury starters with main meals instead of puddings for some days of the week. This greatly supports opportunities for children to enjoy five fruits and/or vegetables each day, promoting their healthy eating habits. Children make choices of foods they like to eat during meal times and younger children are learning to feed themselves. Children benefit from relaxed and sociable mealtimes where they sit in small groups with staff and discuss the events of the day. Children have excellent opportunities to gain fresh air and exercise while using the extensive and excellently organised outdoor play areas. They have plenty of space to run around and use a broad range of exciting play equipment that successfully promote their physical skills. Children are very well prepared for their move on to school. They confidently respond to daily routines such as lining up to wash their hands before meal times and show independence in their personal hygiene.

Exceptional key person systems are in place to ensure that children have formed extremely secure attachments with staff. Very solid procedures are in place to ensure exceptional continuity of care as children move from room to room within the nursery. For example, settling in times are carried out with children and parents. They are introduced to the new key person and very informative and extremely well-documented reports are completed to give to them, explaining in great detail the child's welfare and learning development. Parents are also asked to fill in record sheets when they first start about their children's home routines and these are adhered to at all times, ensuring that children feel very at home in the outstandingly welcoming environment that they are in. When children are getting ready to progress to school the nursery also has a separate and exceptional policy and procedure that is implemented to ensure a smooth transition. Schools are invited into the setting and parents attend an open evening where they have opportunities to complete a 'seamless transition document'. This document gives parents excellent opportunities to write down how they think their child has progressed and if they have any concerns, and there is also an area for children to express how they are feeling about going to school through drawing and writing. This ensures that parents are aware of the procedure and develops children's confidence and self-esteem as they go forward to their next stage of education.

Children's safety is of the highest priority both when in and out of the setting. Staff complete monitoring books on all areas of the nursery and outings daily, highlighting any concerns, which the management immediately address. Children are made aware of safety as they move freely around the rooms and also into the large outdoor area. They are made aware of the whistle lanyards that staff wear when they play outside and know if they are blown to immediately go into the nursery. These procedures along with regular practising of fire drills and activities relating to staying safe, such as 'people who help us', ensure a safe environment and that children have an excellent understanding of staying safe.

Children of all ages quickly learn the rules and expectations of the nursery and respond extremely well to the warm, supportive guidance of staff. Consequently there is a superb and positive atmosphere at the nursery and children behave exemplary. For example, they all are fully aware of taking turns, are extremely well mannered at all times, especially meal times. Staff are exceptionally good role models and give very good explanations as to why it is good to be kind to each other and continually offer lots of praise and rewards to all children.

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

The clear and definitive policies and procedures in place support the smooth management of the nursery. Staff's skilful implementations ensure that all children are highly safeguarded, and robust recruitment and vetting systems ensure all people working with the children are suitable to do so. Extensive induction takes place to secure a highly skilled and quality workforce that meets the nursery's exacting criteria. Managers and staff have an exceptional understanding of their responsibilities in meeting the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition to this, they constantly and effectively monitor and revise their techniques in relation to children's progress and interventions where needed. As a result, they ensure that gaps are narrowing for groups of children and those identified as being in need of support.

The rigorous and effective systems for self-evaluation inform the nursery's priorities and are used to set challenging targets for improvement. This ongoing process in pursuit of excellence is demonstrated by an uncompromising and successful drive to strongly improve the highest levels of achievement for all children, given their starting points. Partnerships with other professionals are firmly embedded in practice due to the first-class links with a range of different agencies and organisations, such as local children's centres. This ensures that all children receive well-coordinated support so that they thrive in this adaptable environment. Furthermore, the purposeful discussions with parents have great impact on the nursery's organisation. For example, parents understand and contribute to the self-evaluation procedure as do staff at regular staff meetings. Children's views are also listened to through regular assessments and taking on board their views when being observed at play. This ensures that the exceptional drive for improvement is recognised and addressed.

Information sharing and partnership working with others are excellent. Early intervention systems and links with local agencies work very well in all aspects. This means that children with special educational needs and/or disabilities are supported very successfully to achieve their full potential. Inclusive practice is very successful in this nursery.

The nursery has outstanding links with parents; staff ensure that they are kept fully informed of their child's day and progress. For example, parents complete home observation sheets which they are keen to do and this helps to ensure continuity of

children's care and learning. Parents also are extremely keen to attend open sessions, where they take part in activities giving them opportunities to see what sort of activities and resources their children participate in. Parents are made fully aware about the 'key person buddy' system so that if their child's key person is absent parents are fully aware who is caring for their child. This significantly enhances parents' trust in the setting and makes them feel fully involved in their children's care. The nursery offer parents open evenings and also greet and meet sessions for when a new manager starts and they can also attend a vast amount of social events. For example, 'Father's Day breakfast', art and craft sessions, and sponsored toddles. Parents also receive daily verbal feedback and regular newsletters and around the setting are a number of exceptionally well detailed information boards that offer lots of useful tips and information on them. This includes menus, information relating to the Early Years Foundation Stage and details of where parents can find out more. Parents are very enthusiastic to express how pleased they are with how the nursery is run and how settled their children are, through comments in questionnaires and also the regular assessments that they complete twice yearly.

## 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

<b>Unique reference number</b>	EY250741
<b>Local authority</b>	Leeds
<b>Inspection number</b>	918632
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	167
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	21/12/2010
<b>Telephone number</b>	01943 871400

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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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