

Busy Bees at Colton Mill

Colton Mill, Stile Hill Way, Leeds, LS15 9JB

Inspection date	12/06/2013
Previous inspection date	16/08/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The practitioners are led by a committed nursery manager within a company management system. This means there is a culture of reflection and improvement and children's needs are generally well met.
- Practitioners monitor individual children's progress and provide activities and experiences that help children make progress in their learning and development.
- Any additional support that children need is provided through effective partnerships with parents and other agencies.
- The management team and practitioners have a clear knowledge and understanding of safeguarding procedures and practice. This helps keep children safe.

It is not yet good because

- Practitioners' teaching practice is variable, for example, they occasionally just supervise, or over-direct children. This means some children are not always as well motivated as possible or wholly engaged in purposeful activities.
- Parents are occasionally unsure which practitioner is responsible for caring for their child when their key practitioner is not on duty, for example, in the early morning. This means parents and children occasionally feel unsettled.

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 had a tour of the setting and discussed with the manager how the setting operates.
- The inspector spoke to parents throughout the day.
- The inspector conducted a joint observation with the manager of the setting.
- The inspector observed practice in the various rooms in the setting and observed the children playing outdoors.
- The inspector talked to children, practitioners, the cook and the managers throughout the inspection.

Inspector

Caroline Midgley

Full Report

Information about the setting

Busy Bees Nursery at Colton Mill was registered in 2003 and is on the Early Years Register. It is in the Colton area of Leeds and is one of many childcare provisions privately owned and managed by Busy Bees Nurseries Limited. It is situated in a purpose built premises over two floors. The first floor is accessed by a lift and flights of stairs. The nursery serves the local area and is accessible to all children. There are a fully enclosed areas available for outdoor play.

The nursery employs 42 members of child care staff. Of these, 39 hold appropriate early years qualifications at level 2 or above. The nursery manager and a room leader have a foundation degree in early years care and education. 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 152 children attending who are in the early years age group. There are ten rooms which cater for different ages of children from 3 months to 5 years of age. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- monitor practitioners' practice more effectively to ensure teaching is consistent across the nursery and that all practitioners take full advantage of opportunities to extend children's interests and support their active learning.

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

- review and reflect on staff deployment, particularly during the early morning period, so that when a child's main key person is away, the child and their parents still benefit from the continuity of care provided by a familiar and trusted practitioner.

Inspection judgements

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

The setting generally meets the needs of children well. Most practitioners know that children learn as they play and explore, although, the strength of this knowledge is not consistent across the whole of the nursery. As a result, not all children are fully motivated

at all times. For example, a group of three-and four-year olds are outside with two practitioners. Many of the group work together to build a house out of a giant construction kit. They then decide to turn the house into a boat. One practitioner encourages the children well, helping them to decide what to build and to solve problems. He demonstrates strong practice as he plays alongside, encouraging children to think and plan. He comments on what they are doing, asks questions that encourage them to think and supports them to persist and experiment. However, the second practitioner is less well engaged with the children and, as a result, a few children within the group are not involved and their interests are not fully engaged.

Overall children make sound progress and are developing the skills they need for their later learning and in readiness for school. The resources available to children are of high quality. For example, a room dedicated to very young babies provides resources and displays which are visually interesting to this age group and so stimulate their learning, playing and interaction. Displays in the older children's room encourage children to investigate and explore, with signs also used to help children recognise letters, words and numerals. However, practitioners do not always use resources to best effect and this hinders children from making the most of their learning experiences. For example, a large electronic smart board provides children with an interesting and interactive way to develop their early literacy skills using information technology. However, as children experiment with using their fingers to write the letters of their name, their creative and experimental approach to this activity is disrupted by too heavily directed teaching. As a result, some children lose interest and enthusiasm, which impacts on their rate of progress.

The detailed planning and reporting system helps practitioners to keep parents informed about their child's learning. Practitioners watch children carefully, take photographs and write notes about what children do and achieve. They also make sure that they find out about children's interests when they first start at the nursery and ask children's views using a range of methods. For example, they use questionnaires to ask children their views about the nursery and encourage children to take photographs of things they like doing. This generally helps ensure most children are interested and well-motivated by the activities they provide. Practitioners make regular assessments of children's progress every six months in each area of learning. They also record a formal assessment when children are two-years and three-years-old. This means parents are well informed about their children's learning. Parents and practitioners work closely together to help ensure children make progress in their learning and development. It also means parents and practitioners can quickly identify and provide any additional support children may require. The setting successfully works with a range of other professionals to provide for children with special educational needs and/or disabilities and to progress their learning.

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

Children's behaviour throughout the nursery is mainly positive. Children share well and pass each other resources. This is because the practitioners are generally good role models. However, practitioners do not always make the most of opportunities to extend

children's learning, especially outdoors, where some practitioners supervise rather than extend children's learning. This sometimes results in children being less focused and, consequently, their behaviour less positive.

Children have strong supportive relationships with their key practitioners. Children are generally confident with a high sense of well-being. Parents are generally very confident that their children are being well cared for. They know their child's key practitioner and there are displays outside each room to indicate who is looking after each child each day. However, this system is less effective during the early morning period, when key persons are not always on duty and parents sometimes do not know the practitioner who is caring for their child. This is sometimes unsettling for both parents and children. Children with special educational needs and/or disabilities are generally supported well and practitioners skilfully support children's transitions both within the nursery and to school. Parents are actively involved in this process, filling in detailed information before their child starts at the nursery and later attend meetings to discuss the transition process on to school. Children's ideas and opinions are also passed on to reception teachers. This means children benefit from continuity in the approach to their progress as they move on to school.

The indoor environment is well organised, safe and offers opportunities for children to learn and develop independently. The nursery's sensory room provides an interesting environment where children can relax. Practitioners ensure all children have daily opportunities to benefit from fresh air and exercise. A range of healthy foods are offered and the nursery ensures children are provided with diets appropriate to their needs using a 'red-apron' system. This system ensures there is a designated member of staff in each room who is responsible for making sure children with special diets are given appropriate food in accordance with information obtained from parents.

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

The inspection took place following concerns about the way a member of staff treated children. The inspection found that the manager and other practitioners were fully aware of their responsibilities and took all the necessary steps for managing the concern. They are fully aware of what they should do when an allegation is made about a member of staff and act accordingly. The practitioner was suspended and there is an ongoing investigation. Parents were informed, as were the relevant authorities. There are clear recruitment processes, induction, supervision and support systems for all practitioners. This helps ensure practitioners are suitable and competent. Practitioners do not work unsupervised until references are obtained and the manager is confident they are competent, confident and understand their job descriptions. Effective practitioner training helps ensure practitioners can recognise child protection issues and know how to refer any concerns about a child. There is a designated Health and Safety Coordinator who takes responsibility for reviewing daily risk assessments, checking suitability of equipment and making sure that all staff are fully trained in health and safety policies and procedures. This helps keep children safe.

The practitioners are led by a manager and room leaders who are committed to raising the quality of practice within the nursery. The nursery is part of a well-established nursery chain, overseen by an area manager who also monitors and supports the provision. Senior practitioners are well-qualified and offer support and guidance to other practitioners and to trainees. The manager has a good understanding of how children develop and learn and provides regular staff training. However, while monitoring and supervision arrangements are in place, these are not robust enough to ensure teaching practice is consistent across the whole of the nursery. As a result, some children are not fully supported in making as much progress as they can. In addition, arrangements for supporting individual children and their parents when the child's main key person is absent, have not been carefully considered. Consequently, there are times, particularly during the early morning period, when children and their parents do not benefit from the continuity and care of a familiar member of staff that they know and trust.

The manager and the company review the provision and the effectiveness of the educational programme using a range of systems. The manager encourages practitioners to consider what they need to do to improve practice further, and each room keeps a record of this action plan. The manager ensures parents and children's views are considered. For example, the Parent Partnership Group meets with the manager and other practitioners every six months and children's views are actively sought using the Mosaic Approach. The manager also takes into account recommendations raised at previous inspections. For example, she has introduced systems to encourage parents to become further involved in the assessment process.

The nursery works closely with a wide range of other agencies including, for example, specialist teachers, to provide extra support for children with special educational needs and/or disabilities. Parents are also encouraged to be actively involved with the children's learning in a variety of ways. Posters, notes, information boards and leaflets are informative and encourage parents to extend children's learning at home. There is a notice board dedicated to this in each of the rooms. Parents are also encouraged to contribute to their children's learning assessments by sharing details of what their child learns at home.

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	EY265715
Local authority	Leeds
Inspection number	919693
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	175
Number of children on roll	152
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	16/08/2011
Telephone number	01132 648617

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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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