

Busy Bees Day Nursery at Bristol Stoke Gifford

Simmonds View, Stoke Gifford, BRISTOL, BS34 8HL

Inspection date	18/06/2013
Previous inspection date	18/03/2010

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

- Staff are enthusiastic and dedicated. They have a strong focus on delivering the Early Years Foundation Stage well and as a result children receive good care and achieve well in their learning and development.
- There are supportive arrangements in place to provide staff with effective coaching and training to improve their childcare skills.
- Staff carefully consider the organisation of the learning environment, including positive use of displays, to promote effective learning and development.
- Children are happy and settled as staff develop secure relationships with them, especially with very young babies.

It is not yet outstanding because

- Children are not consistently supported to be independent in some areas of their development, especially at lunch time and when using the toilet facilities.

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 completed observations of all age groups both inside and outdoors.
- The inspector observed staff's interactions with children.
- The inspector carried out two joint observations with the managers.
- The inspector spoke with the management team, staff, parents and children at convenient times.
- The inspector sampled a range of documentation, including parents' views, learning diaries, policies and procedures.

Inspector

Rachael Williams

Full Report

Information about the setting

Busy Bees Day Nursery at Bristol Stoke Gifford is one of a large chain of nurseries operated by Busy Bees Nurseries Limited. It opened in 1997 and re-registered in 2004. The nursery operates from a purpose built, single storey building situated within a residential area of South Gloucestershire. It is open each weekday from 7.30am to 6pm all year round, excluding bank holidays. Children are grouped according to age in separate base rooms and have access to a communal hall, which is used for meals and table top activities. Each age group has access to their own enclosed outdoor play areas. The nursery is registered on the Early Years Register. There are currently 120 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery provides funded early education for three-and four-year-old children. The directors employ two part-time managers who both hold an early years qualification at level 3. There are 19 members of staff working directly with the children. Of these, 14 staff hold appropriate early years qualifications at level 2 or above. In addition, staff are supported by an administrator and two kitchen staff.

What the setting needs to do to improve further

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

- improve opportunities for children to become more independent in their self-help skills in readiness for their next stages in learning.

Inspection judgements

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

Staff plan interesting activities to challenge children's learning. Children have good opportunities to learn individually and they initiate their own play and engage in more focused learning in group experiences. Consequently, all children make good progress in their learning and development. Babies are fascinated watching their reflections in the well-positioned mirrors in the baby room. They thoroughly enjoy watching themselves as they explore different musical instruments. Staff interact well to guide them as they discover different ways of making sounds. For example, babies gurgle happily as they grasp 'eggs' in each hand banging them together. They copy the shaking movements made by staff becoming more confident in their abilities to explore new activities. Staff acknowledge babies' babble well encouraging their communication skills for the next stage in their learning. Children enjoy listening to favourite songs selected by staff and begin to join in with some actions, such as 'hopping like little bunnies'. Children enjoy moving in

different ways and staff focus their attention by adding children's names to the songs. Children keenly sit together to share a story before lunch. They choose a favourite book, handling books carefully as they show their friends the picture. Staff encourage and support children to share the story in their own words, such as the food the tiger eats, helping them to develop an understanding of story structure and reinforcing vocabulary. Staff have a calming effect on young children as they play in the sand. They introduce new words to the children modelling how sentences are formed, such as 'shall we catch the sand?' and inviting ideas on how the sand feels. Children handle containers with growing skill as they fill and empty them. Staff question children well to support their understanding and encourage them to solve problems for themselves.

Children thoroughly enjoy their time in the outside areas. Older children enjoy exploring the conservation area. Staff interact well as children use trowels to transfer the soil to make hot chocolate. She questions the children appropriately asking them how many pots they have and how many more are required so that each child has one. Therefore, children are using mathematical language in their play as they count objects randomly. Staff listen to children's ideas, such as using the small stones to represent marshmallows. Children show an awareness of possible dangers for example, removing the 'hot chocolate' to a safer place as it is hot. Staff engage with the children well. For example, toddlers enjoy running down the slope safely, listening carefully to instructions-'ready, steady, go'. Toddlers are invited to participate in a group activity and make decisions for themselves; some opting to remain outside.

There is a strong focus on supporting children with special educational needs. The special educational needs coordinator works closely with the key person to enable individual educational plans to be prepared and regularly reviewed. There is accurate target setting to enable children to make the best possible progress from their starting points. Assessment arrangements monitor children's progress well and therefore, appropriate referrals can be made, such as to gain further support from speech and language therapists to develop communication skills. Children learning English as an additional language make good progress as staff support them well. There is good engagement with parents to enable the key person to create a positive learning environment, which is rich in words from the child's home language and photographs. For example, during settling in periods staff use a 'communication with me' form to gain information on whether the child is achieving appropriately in their home language.

Parents are involved in children's learning from the onset, such as sharing their child's starting points with the key person. Staff use observations of children's interests and their engagement in activities effectively to influence their future planning of challenging experiences. The settling in process thoroughly supports children as the key person shares observations of the first five sessions with parents. Parents comment favourably about the process and therefore, are involved in their children's learning. For example, a parent comments that their child 'is learning everyone's name and seems challenged and interested by his new experiences'. There are good systems in place to assess children's progress effectively. The key person accurately identifies children's next steps in learning using observations, summaries of achievements and tracker documents. There are clear systems in place to complete the two-year-old progress check.

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

The management team and staff have carefully considered the organisation of the learning environment. In particular, they have identified children's interests and created fun and exciting role-play areas, such as an aquarium and building site. Staff have identified how children learn and have provided specific areas within the play space. For example, babies thrive as they investigate in the black-and-white area, which encourages them to use their senses to explore the well-resourced area. Children select favourite toys confidently from an abundant range, which are of a high quality, and stored in low-level units so that children can make decisions about their play. Good use is made of displays to engage parents and celebrate children's achievements. For example, the key person displays children's milestones, such as 'I pull myself up to standing position' and 'I am shuffling to reach toys'. The team have worked cohesively to improve the environment setting appropriate actions to share good practice.

Young babies are comfortable in their environment and the care of their key person. Staff work in partnership with parents consistently to ensure individual needs are met. Each baby sleeps according to their routines, which the key person frequently reviews with parents using the 'baby diary' and questionnaires. Babies are each allocated a cot for their individual use, which includes information about their routines and photographs of family members on the cot to enable children to develop a good sense of belonging.

All children enjoy healthy and nutritious snacks and meals, which are prepared in a scrupulously clean and safe kitchen. For example, children enjoy lentil and butternut squash dahl and rice followed by apple crumble and natural yoghurt. The chefs and staff have very good knowledge of children's special dietary requirements and adapt menus accordingly to support individual needs and stages of development effectively. Children have good opportunities to learn about healthy eating. They grow their own fruit and vegetables learning to care for them and tasting them to make decisions about whether they like them or not. There are good opportunities for all children to be outside and physically active. The outside environments consider all areas of learning and promote children's understanding of healthy lifestyles well.

Older children relish the opportunity to help tidy the communal area and take turns well to share the equipment, such as the broom, dustpan and brush. Children are aware of possible dangers, such as spillages, and promptly clean them up. Children confidently ask questions to consolidate their understanding, such as asking which red paint the member of staff wants cleaning. Children follow instructions appropriately showing that they are listening carefully. Generally, staff promote older children's self help skills well in readiness for their future learning and move to the school environment. For example, staff provide opportunities for children to be involved in physical education sessions so that they can learn to dress and undress independently. However, staff do not encourage older children to visit the toilet facilities independently or to be involved in serving or clearing away at lunchtime.

Staff support children well to identify possible dangers to help them keep safe. For

example, staff model how to use scissors safely and give children every opportunity to explore this new skill as they cut out favourite pictures from magazines. Children use language well to describe the shape and size of the pictures they have cut out. Older children are beginning to write their names confidently in readiness for school and use recognisable letter shapes.

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

There is a strong focus on children's safety at the nursery. Staff are vigilant in their supervision of the children and, through effective communication, enable children to be cared for in a safe and secure environment. The management team and staff routinely carry out risk assessments and daily checks to promote children's welfare effectively. For example, there are rigorous systems in place to record accidents, which they routinely review to improve safety arrangements. There are robust recruitment and induction arrangements to ensure suitable staff work directly with the children. This includes regular supervisions and an annual appraisal to ensure ongoing suitability. All staff have good awareness of their safeguarding responsibilities to protect children gained through regular and ongoing training. Staff model good behaviour to help children to understand behavioural expectations. They handle behaviour appropriately, according to children's differing levels of understanding. Comprehensive policies and procedures underpin the good childcare provided. These are well understood and implemented by staff.

There are good systems in place to share information with other early years settings that children may attend to provide continuity in care. Staff keep a communication log of all contacts with other providers and share relevant information, such as individual educational plans, next steps in learning and summaries of children's achievements. Parents are fully involved in their children's learning. Staff use 'At home' slips productively to inform the key person of children's changing interests and their achievements at home. The key person provides parents with suggestions of activities they may like to try at home to consolidate children's learning.

The management team effectively monitor planning and assessment arrangements. Therefore, children generally make good progress in their learning and development. The management team are constantly reviewing their practice and are committed to improvement. There has been a strong focus on supporting staff's professional development through effective coaching and training programmes. Staff are proactive at accessing relevant training that supports their interests and is relevant to their key children. The management team of the company carry out regular, unannounced audits to monitor the provision and drive improvement. Staff consider the views of parents well using regular questionnaires to identify areas for improvement, such as the use of displays to provide parents with more information. The staff team work well together to identify improvements and develop accurate action plans to improve outcomes for children through effective self-evaluation arrangements.

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	EY289385
Local authority	South Gloucestershire
Inspection number	909155
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	126
Number of children on roll	120
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	18/03/2010
Telephone number	01179 799977 or 07966 830403

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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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