

Busy Bees Day Nursery at Walsgrave

University Hospital, Clifford Bridge Road, COVENTRY, CV2 2DX

Inspection date	01/07/2013
Previous inspection date	04/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Children's social and emotional development is effectively supported. Transitional arrangements as children move through the nursery and on to another provider or school are effective. As a result, children are very happy and settled.
- The majority of staff hold a childcare qualification and they have a good knowledge and understanding of how to support children's development. Activities are varied and fun, taking into account children's interests and preferred learning environments. Therefore, children are making good progress.
- Children's nutritional needs are exceptionally well provided for. There is a huge variety of appetising food offered to the children, with a high emphasis placed upon the use of fresh produce.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to become fully independent and do things for themselves, with specific reference to cooking activities.
- Although children behave well, staff are sometimes not consistent in their explanations to help to them understand the consequences of their own behaviour.

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 observed activities in seven playrooms and the adjoining outdoor areas.
- The inspector spoke with parents throughout the day.
- The inspector spoke with members of the senior team, staff and children at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery manager.
- The inspector looked at children's learning journeys, the nursery's self-evaluation document and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Busy Bees Day Nursery at Walsgrave was registered in 2008 and is on the Early Years Register and on the compulsory part of the Childcare Register. It is one of a large chain of private day nurseries owned by Busy Bees Nurseries Limited and operates from purpose-built premises in the grounds of the Coventry University Hospital in the West Midlands. The nursery serves many of the hospital trust employees and a wide catchment area. It is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm for trust staff and 7.30am until 6pm for members of the public. Children are able to attend for a variety of sessions. There are currently 198 children on roll. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 41 members of childcare staff, the majority of whom hold appropriate early years qualifications at level 3. One member of staff has Early Years Professional Status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- maximise opportunities for children to become fully independent by encouraging them to do more for themselves; with specific reference to cooking activities

- extend the already good behaviour management strategies used so that all staff consistently explain to children the consequences of their behaviour.

Inspection judgements

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

Staff are secure in their understanding of the Statutory framework for the Early Years Foundation Stage. They are aware of how young children learn and have a good knowledge of how to best extend the children's learning. Staff accurately identify what they need to do next in order to progress. All ages of children have opportunities to participate in adult-led activities and lead their own learning through child-initiated play. Staff are knowledgeable about children's individual interests and their preferred learning

environments. Therefore, children are provided with many opportunities to play outdoors. Each child is assigned a key person, who initially builds relationships with the child and their parents and is responsible for monitoring the children's progress. This includes making regular observations of the children's learning, assessing their stage of development and identifying their next steps in their learning journey. Children's next steps in their learning are then carried forward to inform future planning. As a result, activities are relevant to children's individual learning. For example, staff identify that some children have very short concentration spans. Therefore, they provide activities to try to increase this and keep them engaged in specific aspects of their learning. Information is shared with parents to enable them to support their children's learning at home. As a result, children are making generally good progress across all of the seven areas of learning.

Children are cared for in well-planned, spacious areas. Resources are well organised, encouraging children to make choices about what they would like to do. Children choose between learning to play cricket, making marks and shapes in a tray of cornflour, and looking at books in a cosy yet cool quiet area. The free-flow environment also encourages them to move between the indoor and outdoor learning environments. As a result, children are learning some skills in becoming independent. However, children's these skills are not always fully maximised. For example, during cooking activities, staff sometimes do too much for the children that they could do for themselves. For example, staff pour the ingredients into their bowls, crack and whisk the eggs. Consequently, this sometimes means children do not develop strong skills in becoming independent.

Pre-school children are developing strong skills in communicating with adults and children alike. They are confident and articulate, and enjoy talking to the staff and visitors in the nursery. For example, as they paint photographs of 'mummy' they chat about what their parents' names are and their facial features. They also compare their family members' names to other adults' names they hear in conversation.

Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities are included in the life of the setting. Children are encouraged to use their home language in their play and learning. Staff display some words in the corridors and playrooms, and have identified a need to display more words in languages other than English. Therefore, language diversity is beginning to be embraced, ensuring that all parents and children are fully valued.

Children's physical development is positively promoted through a range of experiences they access in the outdoor area. For example, babies have opportunities to crawl in safe surroundings, while older children have space to run, balance, climb, steer and manoeuvre ride-on toys, such as bikes. Therefore, children are gaining a range of physical skills that help to prepare them in readiness for school.

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

Children are very settled and happy in the nursery. They share warm relationships with the staff, and younger children enjoy regular close contact with their key person. Children's emotional security is addressed well because the staff spend time with parents during the settling-in period. They provide parents with written information about their first five sessions, which gives them a good insight into their children's time in nursery, keeping them fully informed. Staff support children and prepare them for the next stage in their lives. For example, children's key persons accompany them on visits to the room in the nursery they will move on to next. Therefore, they are helped to become confident in their new surroundings and are well prepared for their transition into other early years settings and reception class in school.

Overall, children's behaviour is generally good. This is achieved because some staff make the children aware of the boundaries and the consequences of their actions. For example, they explain it is not nice to squabble over the most popular resources and help them to share the doll's pushchair. Children who have a sleep at the nursery are gently encouraged and comforted by staff to lie down and are praised for doing so. Therefore, children are learning how to behave, keep themselves safe and be kind and share with one another. However, this approach to handling children's behaviour is not always consistently applied throughout nursery. For example, they do not explain why children should not drink the water in the water tray or eat the uncooked cake mixture. Consequently, children are not consistently learning about acceptable behaviour.

Children are provided with a superb variety of foods that support their nutritional needs. All food is prepared by the nursery's cooks on site, with high priority given to using fresh produce. The meals are appetising and thoroughly enjoyed by the children, who often ask for more. For example, they readily tuck into vegetable lasagne, vanilla ice cream and apricot puree. Children learn good personal hygiene through consistent routines and conversations they engage in with staff. For example, they learn through activities and routine hand washing the importance of doing a good job. They are also encouraged to learn other self-help skills, such as wiping their own noses and disposing of the tissue independently. Consequently, they are beginning to learn about their personal care and the importance of preventing the spread of germs. All ages of children, including less-mobile, younger children, have lots of opportunities to play outside in the fresh air. Staff are aware of the benefits of regular exercise and fresh air. They are also very conscientious about protecting the children from the sun's harmful ultraviolet rays. To ensure they are fully informed of the ratings of these rays, they regularly refer to current sun index information. Children are also encouraged to learn how to protect their skin by wearing hats and sun cream. Therefore, their overall well-being is effectively supported and they are learning about a healthy lifestyle.

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

Children's good health and safety is protected well by staff. However, this inspection took place following notification from the provider that a child had been left outside in the garden for a short period while other staff and other children went inside. A full investigation into this incident is being conducted. Safeguarding procedures were swiftly

followed including informing Ofsted immediately of this incident. Since the incident, the manager and her senior team have reviewed safety policies and procedures and risk assessments. Also, meetings with all levels of staff have been held. Issues covered include staff deployment, ratios and supervision of children, and communicating and monitoring how many children are present indoors and outside. They also discussed how registers must be used at all times, in order to be fully effective and keep all children safe.

Management and staff are very clear about their responsibilities to ensure children are fully safeguarded. Staff disciplinary procedures are effectively followed in the event of a concern or an allegation being made, while an investigation takes place. Children are observed to be supervised at all times and staff are well deployed, ensuring ratios of staff to children are always met. For example, management and staff often discuss changes required to ensure staff are most effectively deployed during busy periods, such as staff lunch breaks. Staff ensure that children are never left unsupervised with a person who has not been vetted. Robust procedures for recruitment, selection and induction of staff at all levels are in place. Parents have easy access to the nursery's safeguarding policy and the Local Safeguarding Children Board procedures. Staff members' safeguarding knowledge is kept up to date. For example, in-house training is organised by management and delivered to staff by local authority advisers. Complaints are effectively addressed and written logs are well maintained. Information about the regulator's name and contact details is prominently displayed. Therefore, parents know who to contact if they wish to make a complaint.

There is good capacity for continuous improvements. Led by management, staff members use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that all children make generally good progress. At the time of the last inspection the nursery were asked to consider one point to improve. This point has been effectively addressed and has had a positive impact on children becoming independent at meal times. Current priorities for improvement include ensuring all new staff attend safeguarding training as soon as possible, and to further encourage ways for parents to complete observations of their children's learning at home.

The partnership with parents is good. Their views are valued and are used as part of the self-evaluation process in order to ensure improvement. Parents share with the inspector that they would strongly recommend this nursery to a friend. Communication is good, ensuring that staff and parents work well together to meet children's different needs. Strong links with other early years providers ensure continuity for children.

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	EY422559
Local authority	Coventry
Inspection number	924909
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	198
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	04/07/2011
Telephone number	02476622485

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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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