

Busy Bees Day Nursery at Peterborough

Hampton Hargate Primary School, Hargate Way, Hampton Hargate, PETERBOROUGH, Cambridgeshire, PE7 8BZ

Inspection date	12/07/2013
Previous inspection date	12/12/2012

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 staff provide a well organised and enticing environment. This ensures children have plenty of space and encourages children and to babies explore and become active learners.
- Staff have high regard for children's health and safety at all times. Careful monitoring of weather conditions, checking for hazards and risk assessments, all help children remain as safe as possible.
- The manager and staff use self-evaluation very effectively to identify areas of strength and areas for development. Parents and carers, children and staff all contribute ideas and this means that action plans are well targeted.
- Babies are happy, secure and quickly develop strong emotional bonds with staff. Strong partnerships with parents and carers ensures their care and learning needs are met and that they make good progress in their early years.

It is not yet outstanding because

- There is scope to improve the very effective planning and staff's good understanding of learning intentions for small group activities with older children.

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

Inspection activities

- The inspector observed activities in all areas of the nursery.
 - The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
 - The inspector and manager took part in a joint observation.
 - The inspector took the views of parents and carers into account.
- The inspector looked at children's learning journals, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Busy Bees Day Nursery at Peterborough is one of a large group of nurseries owned by Busy Bees PLC. It opened in 2002 and operates from purpose built premises situated within Hampton, south of Peterborough city centre. Group rooms are located across two floors. A lift provides access to the first floor. The nursery is open each week day from 7am to 7pm all year round with the exception of public holidays. There are two enclosed outdoor play areas. There are currently 147 children aged from birth to under five years on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 35 members of staff, including the manager, to work with the children. Of these, one holds Qualified Teacher Status, 21 members of staff have qualifications at level 3 and above and one holds a qualification at level 2. The nursery employs bank staff and others working towards qualifications, including modern apprentices. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- review and strengthen planning of small group activities for older children, in order that staff have a clear understanding of learning intentions and how to extend learning even further.

Inspection judgements

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

Staff have a good understanding of how children learn and provide a wide range of stimulating activities that promotes their development well. Babies are keen to explore and demonstrate their newly discovered skills as they take their first steps and begin to walk. Staff are attentive and quick to acknowledge these important milestones as they enthusiastically encourage babies and shower them with praise. As a result, babies beam with delight as their self-esteem and confidence are boosted. Children are active learners and find plenty of opportunities to follow their own interests. They show great imagination as they emulate the nursery manager in their role play. They make important notes on clip boards and with the help of intuitive staff, create an office together with stationery, telephones and a computer. This shows that, through play, children practise their literacy skills in a significant way and learn that text carries meaning. These are all important skills for children's future learning, including when they go to school. Older children also enjoy adult-led activities, such as investigating 'gloop', a substance made from corn flour and

water. Staff, generally, facilitate the planned activity well. However, they sometimes lose focus of what the children are expected to learn. As a result, some children are not always challenged sufficiently to fully extend their learning.

Children's communication skills are well fostered at the nursery because staff engage children in interesting conversations and respond well to all children's efforts to speak. Consequently, children, including those learning English as an additional language, make good progress. Children with special educational needs and/or disabilities also make good progress from their starting points. Babies communicate their needs very effectively by gestures and utterances. They chatter confidently to staff who repeat the babbling and first words. This supports babies emerging skills well. Staff observe children carefully and, using their skills and knowledge, plan learning opportunities that will further children's progress. Parents and carers are well informed of children's developments and contribute to initial and ongoing assessments. Staff contribute ideas to help facilitate learning at home. Likewise, parents and carers share news of children's achievements at home. This good practice means that there is a shared understanding of how best to promote learning and development for all children.

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

The key person system is effective in ensuring children form supportive attachments to staff at the nursery. This is further enhanced as key staff also have a 'buddy'. In essence, a second staff member who is knowledgeable about key children and their needs. Good partnerships with parents and carers also ensure that children's care needs are well known. Children and babies are confident and move freely around the nursery. They anticipate routines, such as meal times or favourite activities, such as baby yoga. This shows children's sense of security at nursery. Staff are vigilant about children's safety and demonstrate this well as they remove trip hazards and teach children to safely climb stairs. Staff are deployed well and good consideration is made to ratios, children's security and their well-being. Staff are especially cautious about the risks to children in very hot weather and continually monitor both temperature and ultra violet levels to prevent children from harmful effects. That being said, children still benefit from plenty of exercise and fresh air. In the garden they can ride bikes, crawl through exciting tunnels, climb and, generally, be active. This helps children to gain an understanding of taking risks, physical exercise and the importance of staying healthy. The nursery has a robust policy and ethos to promote good nutrition. The many good initiatives result in children benefitting from healthy meals, snacks and drinks. Children's independence is promoted well according to their age and stage of development. Toddlers take great delight in wiping their own faces after meals, while older children help tidy away toys and are keen to use dustpans and brushes to clear dough from the floor.

The environment is spacious and gives careful consideration to children's well-being, as well as promoting their desire to explore and learn. Resources are age appropriate and stored so that children can safely find their own activities and toys. As a consequence, children are, generally, well behaved and happily play with friends. Staff continually and consistently review their support for children who need timely reminders about what is,

and what is not, appropriate at nursery. Activities and events are effective in supporting children's move to school, other settings and to new rooms within the nursery. An examples of this is 'school week', when nursery staff plan to introduce older children to unfamiliar routines, such as school assembly, lunchtime, and lining up. This, together with good procedures for sharing information and supporting parents and carers, means that children are well prepared for their future move.

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

The management team have a good understanding of their responsibilities. Self-evaluation is used robustly and captures the views of staff, children, parents and carers. Action plans are, as a result, well targeted and intended to support improvements over time. Monitoring of educational programmes and children's individual progress is both effective and ensures children receive timely and appropriate support when needed. A result of this is that children make good progress in their learning and development in relation to their starting points.

Recruitment procedures are good and include background checks and a comprehensive induction programme. Appraisal and supervision sessions further support the manager in ensuring that staff remain suitable for their role, receive the support and guidance they need and, if necessary, help tackle underperformance. Safeguarding is given a high priority and staff know how to report concerns they may have about children in their care. Staff also have a good knowledge and adhere to other procedures and policies, such as the strict no mobile phone policy.

Partnerships with outside agencies, other providers and professionals are especially strong. Consequently, children's development and well-being is promoted and supported very effectively. Partnerships with parents and carers are good. Many initiatives, including the 'Parent Partnership' group, are in place to capture parents and carers views and engage them with the life of the nursery. Parents offer positive feedback about the care and support their children receive, especially in developing children's language skills and with toilet training. All in all, the good provision and strong partnerships support children well in their early years.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY221690
Local authority	Peterborough
Inspection number	921699
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	106
Number of children on roll	147
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	12/12/2012
Telephone number	01733 566321

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Type of provision

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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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