

Busy Bees Day Nursery at Crawley

Trade Park Developments, Denvale Trade Park, Haslett Avenue East, Crawley, West Sussex, RH10 1SS

Inspection date	11/07/2013
Previous inspection date	01/05/2012

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

- Staff form good relationships with parents, which enables them to play an active part in their child's learning.
- The well resourced 'imagination station' fully supports children to make good use of their imaginations and creativity.
- Staff demonstrate a clear knowledge and understanding of the nursery's safeguarding policy. This enables them to follow correct procedures in the event of any concerns about a child.
- The management team provides good systems for induction and appraisal of staff, which enables them to develop their professionalism.

It is not yet good because

- Staff deployment and the implementation of the key person system are not always fully effective in the younger age group rooms. This affects the quality of children's care and learning.
- Staff do not always provide activities that stimulate and challenge younger children's interests.
- Older children choose where to rest or sleep but these are not always the most suitable

or comfortable areas to use.

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

- Two inspectors carried out this inspection.
- The inspectors observed children's play and staff interaction in the inside and outside learning environments.
- The inspectors took into account the views of the parents spoken to on the day.
- The inspectors and managers conducted joint observations.
The inspectors examined documentation, including the sampling of children's records, staff suitability records and other documentation relating to the day care provision.
- The inspectors held discussions with the manager, deputy, staff and area advisor.

Inspector

Teresa Elkington & Helen Penticost

Full Report

Information about the setting

Busy Bees is part of a chain of nurseries which has 214 nurseries. It opened in 2001 and operates from a purpose built nursery situated in the centre of Crawley. The building is organised into specific areas for the various age groups who attend. Children have access to an enclosed outside play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 145 children from the age of three months to five years on roll. The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round. Children can attend a variety of sessions or full day care. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The company employs a qualified manager to be responsible for the day-to-day running of the nursery. In addition, there are 23 staff who work directly with the children, 21 of whom hold recognised early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staffing arrangements meet the needs of all children especially in relation to children in the baby and pre-toddler rooms
- develop the key person system to ensure that every child's learning and care is tailored to meet their individual needs.

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

- plan first-hand experiences and challenges appropriate to the development of the children in relation to those in the pre-toddler room
- review arrangements to encourage older children to rest or sleep in more appropriate comfortable places

Inspection judgements

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

Overall babies and children make sound progress in their learning and development and develop the necessary skills to support their future learning and to prepare them for school. Experiences for the older children are very positive and most of them make good progress towards the early learning goals. Babies and younger children enjoy some well-planned play experiences but during the course of the day their play is often interrupted. Staff interact with them well most of the time but will suddenly leave the activity where they are supporting children to carry out routine tasks. This unsettles the children and results in them losing interest in the activity and they wander away. This means that children's interests are not always fully embraced and opportunities to extend children's learning during such activities are lost.

Babies have many opportunities to experience different textures through treasure baskets filled with a variety of resources. For example, they touch and feel items such as brushes, sponges and a pumice stone. This enables them to use their senses to explore different textures on man-made and natural objects. Staff support babies visual development through well-resourced areas that concentrate on bold colour combinations. For example, staff have created one area using only black and white resources and another making use of purple resources. This enables them to clearly view differences and supports their developing sight.

Young children thoroughly enjoy their water and sand play experiences. They explore the foaming water and locate animals hiding underneath. Staff talk with children about the animals that they find, however, their concentration is broken as staff move away to carry out other tasks. Young children develop their physical skills such as climbing up a slope and stairs as they make good use of the small wooden climbing frame. They use the hand-rails to steady themselves and receive encouragement from staff to enable them to achieve their goals safely. This supports their awareness of their own safety while enhancing their newly discovered walking skills. Some creative activities are too adult-led and do not support children's skills. For instance, staff hand young children stickers that they have peeled from their backing and ask them to stick it on the paper. This helps children in their physical development as they carefully find ways to put the sticker in place. However, it requires little imagination and does not enable children to explore creative activities using their senses or to express their ideas imaginatively. When asked it is clear that staff do not always think about the learning objectives for such activities. This highlights flaws in their planning, showing that activities are not always tailored to meet children's individual learning needs.

Children aged two to three years really enjoy their time in the fun and vibrant toddler rooms. This includes the imagination station currently set up with a seaside theme. Children squeal with delight as they interact with the staff who inspire and extend their games and play. This supports children to become inquisitive and active learners. For example, they put on their sunhats and flip flops and they settle in their beach chairs to have a pretend picnic. The staff member asks open-ended questions to encourage children to respond and they talk about how sweet the grapes taste. Children sing and dance favourite songs and develop their awareness of numbers. For instance, they count the numbers of plastic fish as they sing 'One, two, three, four, five, once I caught a fish alive'. Children initiate a game of throwing a beach ball into a bucket held by a staff member. She lifts the bucket higher and higher, challenging them to aim the ball in

different directions. This fully support children's imagination and values their child-led games.

Older children have good opportunities to follow their own interests and to enhance their learning. They play an active role in story times as they become fully involved in acting out their part. Children re-tell the traditional story about three billy goats as they move and balance carefully on the bridge. The staff members offer children continual support and praise enabling all children to take part. Therefore, children develop a keen interest in books and stories. Children sit with staff members and look at their 'chatterboxes'. Children's parents have filled a small box at home with pictures or other objects to reflect their likes, activities and family life. This sparks conversations and discussions, which fully supports older children's language and communication skills. In the physical area, children show great skill as they run, climb, jump and balance on the wide range of equipment. They are able to take risks in safe surroundings as the staff are on hand to support and offer guidance.

Observation, assessment and planning arrangements generally work sufficiently well to support children's learning. Before children attend the nursery, parents complete an 'All about me' information form regarding their child's like, dislikes and current levels of attainment. Staff use this alongside their own initial observations to plan for each child's next steps. Following this, the key person completes an assessment and planning forms to highlight children's next steps and any gaps in their learning. The information gathered is used successfully by most staff to plan activities that build on what children know and can do. However, not all key persons keep children's progress records up to date. When they are absent staff who step in to support their key children are unclear of what needs to be done to support the children's next steps of learning. As a result children's learning and development is not fully supported. Staff complete progress checks for two-year-olds; staff assess their development in the prime areas of learning and provide a summary report to parents as required.

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

Children demonstrate good behaviour as they are considerate to others; for example they share their toys and resources. Children play alongside each other watching as they each play and develop good friendship bonds. For example, they happily show each other the contents of their 'chatterboxes' enabling them to talk about family members and past holidays. Children receive positive interactions and messages from staff as they offer kind and gentle words or praise and encouragement. This supports children's self-esteem and develops confidence. Children are able to use appropriate manners as they say please and thank you, for instance at meal and snack times. This enhances their skills for the future.

Children show a good understanding and adopt healthy habits, such as good hygiene practices. For example, they know to visit the bathroom to wash their hands prior to snack and meal times and after undertaking creative activities. Staff follow appropriate hygiene routines when changing nappies. The in-house chef provides all meals for children. The chef also interacts with the children by devising cooking sessions where children make

their own pizzas and make cakes and biscuits. This supports their awareness of weight and volume and food preparation. Babies and young children sleep and rest according to their individual needs. However, staff do not direct older children to an appropriate area for them to sleep in comfort. Therefore, the area in which they sleep is noisy and potentially disrupts their sleep.

Children are able to take risks in safe surroundings, as staff are on hand to offer support and guidance. For example, they run, jump, climb and balance on the wide range of equipment, which enhances their physical development. Toys are of good quality and organised to enable children to self-select. Staff clearly label boxes with words and pictures, supporting children's developing understanding of word associations. Staff deployment in the baby and pre-toddler rooms is not always well-considered to make sure that the young children receive the attention they need throughout the day. Staff's involvement in routine tasks such as food preparation means that children are left in the care of less familiar adults and do not receive the usual levels of attention, at these times. Older children benefit from effective staff deployment, which supports their well-being.

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

Staff and the management team demonstrate a clear understanding of the safeguarding and welfare requirements. Staff have a thorough understanding of the procedure that they would follow, if they had any concerns about the children or behaviour of members of staff. This shows that staff are vigilant and not fearful of reporting any concerns that they may have, knowing that the concerns will be dealt with effectively by the management team. Staff receive in-house training to support their awareness of child protection issues and the procedures that they must follow. The manager demonstrated a thorough understanding of the procedure to follow stating that all existing injuries are recorded and they know to refer concerns to agencies with statutory responsibilities without delay.

Robust recruitment processes enable the suitable employment of the staffing team. Staff are supported by a clear induction process. All staff receive an annual appraisal, which is supported by one to one supervision sessions. This enables management to plan effectively for the training and professional development of the whole staffing team. Staff receive further support through regular staff meetings, enabling them to reflect upon practice and contribute to the future development of the nursery. Monitoring of practice has not however identified the weaknesses in staff deployment in the younger age group rooms. The nursery team has a positive approach to self-evaluation and they receive regular monitoring from their area advisor. Parents contribute to the self-evaluation process through questionnaires when they leave the setting and through the newly developed partnerships with parents group. This enables management to consider any comments and suggestions that parents may have, to influence their continual improvement plan.

Staff form positive relationships with parents. Parents receive a wealth of information about the setting. Numerous information boards and on-going discussions with staff keeps

parents fully informed as to the operations and events of the setting and their child's developmental information. Staff display children's work enabling parents to celebrate their child's achievements. Staff forge home links through encouraging parents to share observations of their child's development. Parents complete all necessary forms and permissions prior to children's attendance which supports the well-being of the children. Staff establish effective systems to develop communication links with others and where children attend another early year's settings. They support children's individual learning through the sharing of observations and development information. Children receive support as they move to primary schools and teachers make visits to the nursery from the local schools. This enables the key person to discuss learning and development and any special educational needs.

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	EY224890
Local authority	West Sussex
Inspection number	923641
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	132
Number of children on roll	145
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	01/05/2012
Telephone number	01293 571555

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

