

Busy Bees at St Oswald's Leicester (SOL)

St Oswalds Road, Leicester, Leicestershire, LE3 6RJ

Inspection date	24/06/2013
Previous inspection date	12/04/2012

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

- Children are happy and settled. They make independent choices in their play both indoors and outside while enjoying the warm and caring company of practitioners.
- The practitioner team work well together. They ensure children are safe because they undertake suitable risk assessments to minimise hazards to children and maintain adult to child ratios appropriately.
- Practitioners work sensitively while communicating appropriately with parents to ensure that children's ongoing and changing needs are met well.

It is not yet good because

- The effectiveness of teaching and learning is not consistent between practitioners because some practitioners do not always implement their knowledge and skills of the characteristics of learning confidently into their practice. As a result, children are not always appropriately challenged to make continuous and consistent progress.
- There is scope to further extend children's knowledge of the local community, such as visiting the local library to help develop positive relationships.

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 spoke with the deputy manager, supporting manager, area manager, practitioners and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector sampled a selection of documentation, including disciplinary procedures, performance management monitoring records, children's records, self-evaluation record, planning documentation, and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Busy Bees @ Oswalds was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose built premises in the New Parks area of Leicester and is one of 213 childcare setting managed by the Busy Bees organisation. The nursery serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, two at level 2 and one is unqualified. The acting manager holds an appropriate early years qualification at level 6.

The nursery opens Monday to Friday all year round. It is closed for all public bank holidays. Sessions are from 7.30am until 6pm and children attend various times and days throughout the week. There are currently 50 children attending who are in the early years age group. 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:

- ensure practitioners implement their knowledge and skills regarding the characteristics of learning confidently in to their practice to ensure children are appropriately challenged to make continuous and consistent progress.

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

- promote further children's knowledge of the local community by for example, visiting the local library to help develop positive relationships.

Inspection judgements

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

The quality of teaching is satisfactory, because there are some inconsistencies within practitioners' knowledge and skills of the learning and development requirements and the implementation of the characteristics of effective learning into their practice. As a result, children are sometimes not offered consistent opportunities to be sufficiently challenged to

enhance and extend their learning. For example, during a mathematical activity practitioners do not use open ended questions or encourage children to independently work out how to problem solve stacking objects correctly. The activity is at times adult directed resulting in children losing interest quickly and abandoning the activity. Children who engage with their chosen activities settle well because practitioners provide activities and toys building on their interests. This is because the practitioners have gathered useful information from parents before the child starts and then plan play to support individual children.

Practitioners undertake appropriate observations of children, and make assessments of their progress. Each child has their own development file containing written evidence of their progress supported by some creative art work samples and photographs. These are shared with parents to help them understand how well their child is progressing in their development. Furthermore, suggestions are provided for parents to help them support their child's learning at home. For example, children have thoroughly enjoyed planting seeds at nursery. They continue this interest at home by planting seeds from oranges shared with their parents. This enhances and complements children's learning while building on their interests. Practitioners also work closely with schools and parents, helping prepare children to be ready for their move onto school. For example, children spend slightly more time sitting down during more structured groups as well as talk about the new school they will be attending. As a result, children are developing some of the skills needed to prepare them for school, or their next stage of learning.

Children are absorbed in watering the plants they have grown from seeds as they tend to them outside. They show care and consideration enhancing their skills in understanding the world and living objects. They eagerly collect water from the tap inside filling up watering cans to the appropriate levels and carry them carefully outside to the plants. They understand the importance of watering plants to help them grow. Furthermore, children are beginning to learn about their local community, such as the local community police officers who are stationed close by. However, practitioners are not maximising experiences to enhance children's knowledge of the local community, by for example, visiting the local library to help develop positive relationships. Children build with various construction materials. They show good levels of concentration as they make chairs and various towers. They work out how to build their objects higher without the bricks falling over and attempt this successfully several times. Other children see this and get the nursery cameras to take photographs of their friends' achievements. They show appropriate levels of friendship and acknowledge their friend's work. Children enjoy exploring with differing textures. Not only do they enhance their sensory skills touching the various plants outside but also explore with frozen paint in pots inside. They attempt to get the paint out, banging the pots on the table. However, at times practitioners miss opportunities to encourage children to work this out for themselves, by for example asking the children how they think this can be achieved rather than telling the children.

'Wake and shake', an initiative from the organisation of the nursery is planned in to the daily activities for children. Children engage shaking and moving their bodies to the music. Practitioners respect children's individual interest as some children choose to watch. Following the activity, children settle well for lunch time. They briefly engage in choosing their favourite nursery rhymes, such as 'Old Macdonald' while waiting for their lunch.

Children enjoy imaginative play outside. They hide in the play house away from the dinosaurs and squeal with excitement when they think one is coming near. Furthermore, they are developing their large muscle and control skills pushing and sitting on push along toys as well as balancing on wobble boards. Children with special educational needs and/or disabilities receive timely, well targeted support to promote their progress. Specific roles within the practitioner team enable children to be monitored closely and activities are planned and varied to accommodate their needs. For example, key words in home languages help children with English as an additional language to feel fully included and enhance their communication and language skills.

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

Children are generally learning about keeping healthy and safe through appropriate self-care routines and daily activities. For example, regular hand washing routines help children learn how to stop germs from spreading and making them unwell. Furthermore, practitioners talk to children during snack time about healthy eating as children tuck in to fresh orange pieces and diluted fruit drinks. Practitioners fully understand the benefits for children to have time outside because it helps them develop their large muscle skills and promotes their overall health. Children independently choose whether they remain inside or outside and this is closely monitored by practitioners ensuring all children have a balance of time in both areas. Children are provided with a varied diet which is healthy and well-balanced and pertinent to their individual dietary needs as discussed and agreed with parents. For example, children enjoy pitta bread and dips followed by vegetable and chick pea curry with rice. Practitioners sit with the children and encourage them to enhance their self-help skills by serving some of the food and using cutlery appropriately. Practitioners are good role models and oversee the daily tasks and routines of ensuring the nursery is well maintained and suitable for children. For example, if accidents occur, practitioners follow appropriate procedures to ensure children are reassured and their medical needs are dealt with carefully and sensitively, such as using appropriate ice packs for minor bumps. All information is recorded and shared with parents in a confidential way. Children regularly participate in emergency evacuation drills, which helps them understand how to keep safe should they need to leave the building quickly.

Children feel safe to explore both inside and outdoors. They show confidence and independence in their play. Relationships are forming well between children and practitioners. The key persons know their children well and speak warmly about the children. They understand the importance of establishing close links with parents to gather useful information about the child before they start at the setting. This enables the key person to plan pertinent play for individual children. This continues during all transitional times enabling children to settle quickly whether in a new room or on to school. Inclusion is promoted well in the nursery. Positive images, toys and resources are presented enabling all children to enhance their awareness of other's similarities and differences. For example, letters and words in varying languages are displayed around the rooms for practitioners to refer to when speaking in children's home language and for children to recognise that print has meaning. Children's individual needs are fully respected and activities are adapted to support their individual needs and interests. Children behave appropriately and their self-esteem is high. They are happy, settled and confident in their

play. This is because the practitioners ensure all children are treated with equal concern. Practitioners praise and encourage children's achievements and maintain and promote clear and consistent messages to them. A wide range of toys and resources that are easily accessible and attractively presented enable children to freely and independently explore their learning environment.

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

Appropriate recruitment, induction and performance management of practitioners, overseen by the senior management team, ensures the suitability and performance of all practitioners working with children is of a good enough standard. There have been several recent changes regarding the manager role of the nursery. This has slightly impacted on the overseeing and monitoring of the delivery of the educational programmes. As a result, not all practitioners are consistently effective in their teaching and learning and confident in implementing their knowledge and skills of the characteristics of learning into their practise. As a result, children are not always appropriately challenged to make continuous and consistent progress. However, the management team recognise this and are swift to deal with any performance issues and are implementing more robust induction and tracking systems to monitor practitioners performance regarding the delivery of the educational programmes although this is not fully embedded. Temporary managers spend time in the rooms observing practitioners, as well as completing regular appraisals of all practitioners to identify specific training needs, also ensuring they are up-to-speed with the companies policies and procedures, while adhering to the Statutory framework for the Early Years Foundation Stage.

The overall self-evaluation works well. The acting manager understands and values the importance of seeking suggestions and ideas from practitioners, parents and children. For example, parents are encouraged to place ideas to improve practise upon a 'suggestion tree' in the nursery. Practitioners take on board their ideas and implement these in to their practise to which children benefit well. Parents are also encouraged to rate room performances, such as on their cleanliness and how transitions have benefitted children either from home or moving between rooms within the nursery. Parents are able to submit their feedback forms, known as 'Room assessments' through a secure internet website or hand deliver their completed form to the nursery. The management team collate the information and use this to reflect on the practice to make improvements. Previous recommendations have also been implemented well. For example, the outdoor play area now provides children with a suitable variety of activities to enhance and complement the activities inside, such as, separate planting, woodland and story time areas.

Children are appropriately safeguarded. Practitioners understand their role and responsibility to protect children. They are familiar with the types, signs and symptoms of possible abuse and the procedures to take should they have any concerns regarding a child in their care. They are familiar with changes to the Statutory framework for the Early Years Foundation Stage, such as, the use of mobile phones and cameras in the nursery. Children are supervised well by practitioners both inside and outdoors. Practitioners deploy themselves appropriately to ensure children's needs are met suitably and adult to child

ratios are maintained efficiently. Practitioners check all areas daily using a thorough risk assessment list as a guide which is regularly reviewed by senior managers. This ensures that children are cared for in a safe environment because any potential hazards are identified and action is swiftly taken to minimise them to children.

Practitioners fully understand the importance of communicating with parents in a sensitive and clear way to ensure children's ongoing and changing needs are met effectively. For example, babies daily events are recorded in a personal daily diary which parents are able to take home, read and also contribute to. This enables all those involved with the child to keep up-to-date with the child's needs, learning and interests. Parents are provided with a wide range of information which is accessible in a variety of ways. For example, attractively and well-presented welcome booklets about the nursery are given out from when the child first starts, a parents notice board displays a wide range of appropriate information regarding the nursery. Newsletters and open evenings all contribute to keeping parents informed about the nursery and any events. Furthermore, ongoing parent groups are held where practitioners attend to share best practise and involve parents and discuss any issues or improvements. Practitioners work well with other agencies, such as speech therapists to enhance children's communication skills. Practitioners welcome the support and guidance and transfer their skills in to their practice. As a result, children and families benefit well.

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	EY435292
Local authority	Leicester City
Inspection number	919054
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	50
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	12/04/2012
Telephone number	01167871382

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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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