

# Busy Bees Day Nursery at The QE Hospital

160 Metchley Lane, Birmingham, B15 2TX

<b>Inspection date</b>	23/07/2013
Previous inspection date	29/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
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How well the early years provision meets the needs of the range of children who attend		<b>3</b>
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## The quality and standards of the early years provision

### This provision is satisfactory

- Staff provide a suitable range of activities that are boosted with good quality resources, resulting in generally good progress in children's development.
- Children form strong attachments due to the positive relationships with key persons, who work with parents to meet children's individual needs competently.
- Children feel secure in the welcoming environment and are generally well behaved.
- The nursery works competently with other professionals to ensure children get the support they need.

### It is not yet good because

- Some staff do not have a sufficiently clear understanding of policies and procedures to confidently explain their responsibilities to protect children.
- The supervision arrangements are not yet established to ensure all staff receive appropriate support to review and improve their practice.
- The self-evaluation does not take into account weaknesses, such as the supervision process, to identify priorities for improvement to benefit the learning and care of children at all times.

## 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 held discussions with the management team and spoke with staff and children at convenient times.
- The inspector observed activities in base rooms and outside in the play area.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector sampled documents including children's and staff's records, policies and children's learning journals, and reviewed the self-evaluation of the nursery.
- The inspector conducted a tour of the premises.

## Inspector

Adelaide Griffith

## Full Report

### Information about the setting

Busy Bees Day Nursery at QE Hospital is one of 214 nurseries within a chain of daycare provisions owned by a limited company. It was registered in 2007 on the Early Years Register and is situated in purpose-built premises near the Queen Elizabeth Hospital in the Edgbaston area of Birmingham. The nursery serves hospital and university staff and the local community. It operates from eight rooms and is accessible to all children. There is an enclosed area available for outside play.

The nursery employs 44 members of childcare staff. Of these, one holds a qualification at level 6, 32 hold qualifications at level 3 and five hold level 2. There are six members of staff who are unqualified, one of whom is working towards a childcare qualification.

The nursery opens Monday to Friday all year round, except for Bank Holidays. Sessions are from 7am to 6pm and children attend for a variety of sessions. There are currently 197 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery offers support for emergency childcare placements.

### What the setting needs to do to improve further

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

- ensure that all staff receive support and clear advice and guidance on an ongoing basis and are trained to understand the safeguarding policy and procedures
- develop appropriate arrangements for the supervision of staff, and establish a culture of support, coaching and continuous improvement.

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

- improve the methods for monitoring practice so that weaknesses are identified, action is taken to address these and any required training can be sought
- use routine activities consistently to strengthen younger children's growing independence to do things for themselves, such as serving themselves consistently at snack time.

## Inspection judgements

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

The staff have a sound understanding of promoting children's learning through interesting activities. Throughout the nursery staff support the development of children's language skills very effectively. For instance, in base rooms for children aged two to three years, staff encourage less confident children to speak freely during one-to-one activities. They ask open-ended questions, such as 'Where will you find puddles?', and stimulate children's thinking appropriately as they search for answers. The special educational needs coordinator works competently with staff and parents to support children through individual play plans. This has led to good gains in these children's language skills. Staff complete detailed information about children as they settle in the nursery, and discuss with parents what children do and know. They share information about children's progress at parents' evening, and invite parents to comment on children's development and achievements. This means that there is a shared perception of what children can do so that they can maintain progress.

The arrangements to complete the progress check at age two are managed appropriately by room leaders who take responsibility for the assessments. For children aged under two years, accurate assessments focus mainly on the prime areas of learning, and staff identify the next stage in learning to support further progress. As children explore the wide range of good quality resources, they have opportunities to develop learning in all areas. For instance, babies enjoy emptying boxes and remain focused as they touch and prod the sides. Children in rooms for those aged one to two years sit in the book corner banging on musical instruments as they play on their own. Resources in all rooms are within children's reach and they access these readily for all types of play. For instance, girls in the pre-school room dress up in favourite outfits and pretend to go shopping with friends. They are fully engaged in play as they rock dolls 'because they are crying'. Children demonstrate through play that they are developing active learning skills as they play together.

Experienced staff use naturally occurring situations, such as thunder and rain, to engage children's interest. Through much discussion and the selection of photographs, children choose to express their creativity of the weather features they observed earlier on. Staff extend children's learning appropriately by continuing with the activity outside. Children write their names on individual cups and leave these in a selected place to catch rain water at a later stage. However, less-experienced staff have not developed these skills as yet. For example, they promote the sounding out of letters appropriate during phonics activity but are less skilled at integrating children's interest into the activity. Staff include some challenge in activities, for example, to help children explore textures as they paint. All base rooms are welcoming, with colourful displays and resources to support all areas of learning. The outside space is divided into three sections to promote learning in a number of ways. For instance, staff support children in growing sunflowers and pumpkins for future harvesting as they learn about the natural world around them. Younger children enjoy play with peers and staff as they run around in the spacious outside area. Children's learning is generally well supported through suitable activities and the stimulating

environment.

Children are well prepared for moving on to school. Staff talk about uniforms for new schools, and teachers from local schools visit to meet children. An information sheet is prepared to show what children can do, and parents' comments are included for the benefit of the new setting.

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

The key person arrangements support children generally well and they feel comfortable in the new surroundings due to a gradual settling-in period. Staff continue with routines and care practices that are agreed with parents and reflect the home situation. Therefore, all children experience a smooth transition from home to the nursery. Staff have a clear understanding of their key person role and work closely with parents to ensure all children's needs are known and can be met. Family photographs are displayed at a low level where they are easily seen by younger children. In some rooms, a family book is assembled so that children can look at these when they wish. As staff talk about family members, children's well-being is suitably promoted.

The staff promote good behaviour at all times because they consistently talk with children and are involved in play and learning activities. This engagement with children promotes their self-confidence, and as a result, they mix well with peers and are well behaved. Children are developing independence skills, for example, children aged two years are encouraged to carry their plates with fruit to the table. However, this practice is not always maintained across the age groups. For instance, younger children in some base rooms are not consistently encouraged to serve themselves at snack time. This means they do not have opportunities to extend their self-help skills appropriately through routine activities.

Children eat balanced meals, including vegetarian options, and enjoy snacks of fresh fruit daily. Robust arrangements ensure that all staff are informed about the dietary requirements of children. For example, different coloured placemats are used and some foods are not served in the nursery to protect children with severe allergies. Consequently, their individual health needs are met effectively. Drinking water is available throughout the day and all beakers or bottles are labelled with photographs so that children recognise their own. Children have opportunities for physical play indoors and outside. For instance, they have access to a spacious outside play area. Children learn about the effects of exercise on their bodies by riding around on tractors and walking on cobbled paths. Daily indoor physical activity, such as the 'wake and shake' exercise, provides an energising start to the day for pre-school children. Children aged two to three years join in with activities, for example, movement to music at different times of the day.

Sensible risk taking is encouraged so that children learn to manage their safety. For instance, pre-school children walk downstairs unaided and hold on to the lower hand rail to ensure they are secure. There is controlled access to the premises with an intercom system at the front door to base room. This means that staff in the rooms can allow entry only to those people whom they recognise, and all visitors, parents and carers entering

the premises can be seen from the reception/manager's office. Consequently, children are kept secure at all times. When they are ready to move to new base rooms, a settling-in period is arranged according to children's individual needs. 'Moving forms' are completed to share important information with key persons. Children are allowed as much time as they need before the final move. This means that they have opportunities to form new relationships with staff and peers, resulting in a smooth transition for all children.

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

The arrangements for safeguarding children in the nursery are satisfactory. During the recent hot weather, the manager carried out risk assessments to identify potential hazards to children and took appropriate action. She ensured that air-conditioning units were obtained to reduce the temperature in base rooms on the first floor. Staff maintain regular checks of the temperature in base rooms and they follow guidance regarding safety during outside play. For example, staff ensure children are protected by wearing hats, and sun screen is applied as agreed with parents. Consequently, children's good health is promoted appropriately and they are kept safe. The nursery employs a large number of staff to maintain the required ratios of adults to children. Staff are well deployed to supervise and support children during activities and outside. The manager has completed training as the designated person for child protection in the nursery. The management team discuss safeguarding and child protection issues regularly with the staff, and training is identified as appropriate. However, some staff are not fully conversant with the contents of the policies and procedures to ensure they follow these effectively at all times to protect children.

Staff are encouraged to fill roles at senior level, for example, as room managers. They have opportunities to increase their skills by progressing to positions such as the special educational needs coordinator and acting deputy manager. This indicates an established programme of professional development to support children's learning and care. Staff review their planning and evaluate activities to see how they can adapt or extend what they do to help children learn. Room leaders take responsibility for monitoring the assessment of children's development, including the progress check at two years. Consequently, there is continual support to encourage children's good progress over time. However, arrangements for monitoring staff practice through systematic supervision are not fully established. Therefore, opportunities are not explored appropriately to discuss and deal with relevant issues that affect the work of staff at an individual level. This means that staff are not always supported to review what they do and how to make effective changes. Consequently, they are not routinely developing the ability to make changes in their individual practice to promote children's learning successfully at all times.

The management team have well-established methods of obtaining parents' views of the nursery. For instance, base room questionnaires are completed to comment on the care children receive. Before children move from the nursery a leaver's review reflects the level of satisfaction relating to the service parents feel they have received. Staff contribute to the self-evaluation of the nursery through discussions at staff meeting and children say which activities they have enjoyed. The management team are responsive to suggestions

from parents and have included more information about children's activities during daily feedback. Therefore, parents have a clear picture of what their children do during their day at the nursery. Plans are in place to develop the parents' forum to provide a shared approach to discussing and managing issues for the benefit of the children. However, priorities for improvements arising from effective monitoring and supervision that would identify weaknesses in practice do not inform the self-evaluation to make meaningful changes for children's learning and development.

Partnership working with parents is generally strong and maintained through regular communication. The nursery provides booklets with detailed information about all aspects of children's care and learning so that parents are clearly aware of what to expect. Daily sheets are filled in to share information about children's care and activities in the nursery. Parents' evening is used for more formal feedback about children's learning progress records are seen. Parents are invited to comment on how their children are progressing and to add suggestions for further learning and development. They are generally pleased with the care their children receive in the nursery, which they describe as welcoming and well resourced with caring staff. The management team and staff work equally well with external agencies, such as the special needs coordinator for the area in which the nursery is located. The nursery does not currently care for any children who attend other early years providers. The manager is fully aware of the importance of liaising with other professionals if necessary to ensure there is continuity in children's learning and care at all times.

## 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

<b>Unique reference number</b>	EY344321
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	928068
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	133
<b>Number of children on roll</b>	197
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	29/10/2012
<b>Telephone number</b>	0121 428 4950

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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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