

Busy Bees Day Nursery at Bromborough

41 Bridle Road, Bromborough, Wirral, Merseyside, CH62 6EE

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| Inspection date | 24/07/2013 |
| Previous inspection date | 14/02/2012 |

| 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 | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- The nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that excellent relationships with key persons are well established. This means that children are exceptionally well supported and demonstrate a strong sense of security and increasing independence.
- Highly effective strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children make extremely good progress from their starting points.
- The inspirational ethos of the nursery is evident in all areas. As a result, children attending have a strong awareness of their own self-worth and belonging.
- Robust management systems are in place based on focussed, in-depth evaluation of staff practice. A well-targeted programme of professional development means that staff constantly seek to improve their already excellent understanding of how children learn and how to meet their individual needs.
- Children's behaviour is exceptional because staff are exemplary role models. This ensures that children are well motivated, eager to join in all activities and clearly demonstrate the characteristics of effective learning.
- Strong, respectful partnerships with parents and other professionals means that children's individual needs are exceptionally well met.

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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector spoke with the provider, manager, individual staff and children at appropriate times throughout the inspection and carried out joint observations with the manager.
- The inspector took into account the views of parents and carers and other professionals spoken to on the day and from written comments.

Inspector

Dorothy Williams

Full Report

Information about the setting

Busy Bees Day Nursery at Bromborough was registered in 2007 on the Early Years Register. It is situated in a purpose built premises in the Bromborough area of Wirral. The nursery serves the local area and is accessible to all children. There are a variety of rooms within the building and several large areas available for outdoor play. The nursery employs 20 members of childcare staff and four ancillary staff. Of these 17 hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 102 children attending, who are in the early years age group. The nursery provides funded early education for two-, 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.

The nursery is supported by the local children centre and Busy Bees Company limited.

What the setting needs to do to improve further

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

- maintain the current exemplary practice, so that children continue to experience the high quality of teaching, learning and care that enables them to make excellent progress towards their next stage of education.

Inspection judgements

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

The nursery operates from a modern building and is planned entirely around the needs of children and families who attend. It is inspiring, flexible and creative. The rooms have air-conditioning and are calm and inviting with an exceptional range of interesting, attractive and accessible resources and activities.

Children are exceptionally well supported in their learning and development because staff know them and their families very well. Staff have an in-depth knowledge and understanding of the Early Years Foundation Stage. They take time to assess their key children's needs, explore their interests and plan appropriate activities for their

development. Staff work very closely with parents and other professionals and regularly share what they know about children's learning in nursery and at home. Parents readily contribute to their child's learning journey records and support their interests, for instance, by bringing in family photographs, making chatter boxes and sharing children's learning through the home learning opportunities given weekly. Children readily extend their interests through a variety of well planned activities, such as, celebrating the royal baby's arrival, making castles, crowns and enhancing role play to include princes and princesses. They discuss names for the baby and rescue princesses from the castle tower. Younger children make sand and glue pictures, sand pies and shapes. Staff ask open ended questions, such as 'what does the glue feel like?' 'do you think we could...?' and 'what will happen if?' and children are encouraged to give clear responses. In this way children learn to think critically and solve problems.

Staff give high priority to children's early language development. They skilfully introduce new vocabulary, sing songs and rhymes and use a variety of resources to re-tell familiar stories. A large variety of text is well displayed throughout the nursery at child height to encourage number and letter recognition. Areas of interest and investigation support and extend children's vocabulary and they discuss a variety of interests, such as, x-rays on the light box, their thoughts about space travel and transitioning to new schools. Innovative use of 'Chatter Boxes' enables children to share home experiences and use recall to discuss past events. Quiet areas enhanced with a range of books, photographs and cushions are provided in each room. Children readily choose picture or story books to share. They talk to each about colours, shape and their favourite foods. As a result of these experiences children are able to make choices, work together and become independent learners.

Computer and technology resources are evident in all areas. Older children use a white-board to self-register and access a variety of sorting, matching and early word activities. They research areas of interest and complete puzzles. Younger children match colours and shapes and investigate cause and effect activities as they programme robots, press buttons and make sounds.

Babies have many opportunities to develop early skills, such as pointing and reaching when choosing their activities. They roll, crawl and explore a variety of natural materials, such as, wooden and metal spoons, materials, rough and smooth textures. They access a well resourced and innovative sensory room to explore light, sound and textures. This multi-sensory approach to learning ensures that children develop interests based on exploration and imagination.

Children's physical development is very well supported through indoor and outdoor play. The innovative and inspiring design of the outdoor area encourages children to extend their play using larger equipment and resources, such as, paint brushes, rollers and large chinks. Imaginative play is extended using the storytelling area complete with wooden seats made with wood from a tree felled recently. Stepping stones lead children to the partly secluded area, where stories and tales are told. More boisterous activity takes place in the construction area set up by a local building firm with miniature copies of construction vehicles. Children further explore wet and dry sand in the sand pit and grow a variety of sensory plants in the digging area. In this way children learn to investigate

and respect their environment.

Children have exemplary learning journals, which record their individual progress and development. These are regularly monitored by the management team to ensure accuracy of recording. Staff make excellent observations of children as they play and learn. They note the characteristics of learning, depth of involvement and follow children's interests in detail. Accurate planning, assessment and an innovative tracking system enables staff to ensure that all children are making very good progress in their learning and development. Activities are differentiated to suit the needs of all children within the age range. Visual timetables, dual language words and symbols enable all children to communicate their needs and access all areas of the nursery. As a result, they thoroughly enjoy their time at nursery. They develop high self-esteem and make excellent progress within the highly stimulating environment.

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

The ethos of the nursery is that the child is at the centre of the provision. Children are respected and treated equally and the voice of the child is evident throughout. On registration, parents complete an 'All about me' booklet with their child. This gives a very clear picture of their child's early development and of their family. Staff record the information and use it to assess the child's starting point, to support settling-in and inform early learning. This includes information about children's sleep routines and feeding for babies and young children and medication for those with health needs, professionals involved with the child or family and any supporting documentation. During the five-session settling-in period the key person spends a good deal of time observing and getting to know each child. This means that children develop strong emotional bonds with their key person and are highly motivated and keen to learn.

Children fully understand about healthy eating and making choices. They make interesting displays highlighting healthy options for food and drink. Innovative displays enable children to recognise healthy food and drink and make good choices. The 'Cooks Notice Board' further informs children and their parents about healthy eating, including portion sizes and nutritional values of children's favourite foods. Menus are seasonal and are rotated on a monthly basis. They are shared with parents, who are encouraged to comment and supply dietary options for children with severe food allergies. All meals are prepared fresh daily by a qualified chef, using local ingredients where possible. Children with severe food allergies have their needs exceptionally well met because staff use a clear colour code system to ensure food is kept separate and served direct to children. Children's independence is encouraged because older children self-serve from large bowls of chicken, pasta and vegetables. Younger children are given the option to serve their own vegetables as appropriate. Weaning food and baby milk is provided for babies. Snacks are provided throughout the day. These include fresh fruit, raw vegetable sticks, milk and water. At tea time children are encouraged to make their own wraps and sandwiches from a choice of fillings, such as tuna, vegetables, cheese and ham. Fresh cool water is readily available at water stations, in children's own labelled cups or bottles. Children readily talk about healthy eating and what food is 'yummy' and 'good for us'. In this way children's

nutritional needs are very well met. Independence is further developed as children choose where they would like to play.

Children recognise and manage their own personal hygiene needs extremely well throughout the day. Older children use the bathroom independently, they wash their hands at key times, use tissues to blow their noses and dispose of them in the bins provided. They are highly independent as they take off coats and hang them on the correct peg, when entering the nursery. Younger children are very well supported in their toileting and nappy changing as routines are highly effective in ensuring children's dignity is maintained. Babies sleep comfortably in cots with their own blankets and comforters, while older children seek quiet comfortable places for rest and relaxation. When babies are sleeping a close check is kept on them and a chart completed. Sleep routines are flexible to each child's needs. Room rotas, external cleaners and outdoor maintenance contracts ensure a very high standard of cleanliness is maintained at all times.

Children's behaviour is exemplary as staff are very effective role models. The nursery has a calm and inviting atmosphere, where all children and their families are respected and cared for. Children, who have special educational needs and /or disabilities have their needs exceptionally well met as staff support them through a variety of individual plans and behaviour strategies. These are shared with parents, children and other professionals. Staff speak quietly, use good manners and always use correct language. They remind children to say 'please' and 'thank you' and use positive language to address behaviour. For example, they encourage turn taking by saying 'please wait for your turn', 'let everyone have a go then we will choose a leader' or 'give someone else a turn now please', when gluing and sticking or playing ball games. Children readily share the computer and sit together to support each other when finding the correct jigsaw pieces. Older children take turns to examine x-rays, they say 'excuse me would you like to see this picture' when sharing their achievements with visitors. Toddlers play together in the sand and water trays, watching out for each other as they splash water and sift sand.

Children have an excellent understanding of how to manage risks and challenges relative to their age. Older children learn to use scissors correctly. They assess the risk of making castles and building tall towers with wooden blocks. Younger children are reminded not to walk about with pens in their hands and to be careful with glue sticks. Children tell each other to be careful when throwing balls or jumping on cushions. When outdoors, children assess the risk of the climbing wall by carefully placing their hands and feet in the correct positions before moving forward. Children feel very safe within the nursery as they are well supported by their key persons. They form very strong attachments and are encouraged to share their feelings and thoughts with each other and with staff. Children ask each other 'how are you feeling today?' They use smiley or sad faces to express their mood and show care for others, who are not feeling well. This means that children's emotional and physical needs are exceptionally well met and their well-being is paramount within the nursery.

Children engage in a wide variety of physical activity both indoors and outside. They engage in music and movement sessions daily, make their own music using a variety of instruments and engage in physical exercise with interest and enthusiasm. Outdoors, the garden areas are designed to extend physical development. Babies crawl, roll, reach and

stretch on soft flooring. They explore mounds, bridges and textured pathways. Toddlers have scented paths, gates, tyres and stepping stones to encourage exploration, balance and early walking skills. Older children balance on beams, climb on well designed climbing walls and use wheeled vehicles to extend their physical skills. Team games with parachutes and balls further improves their physical development and concentration. Children are taken on regular outings to play areas and local woods to explore larger equipment and engage in nature walks.

Transitions within the nursery and to other settings are exemplary. Time is taken to visit settings, such as schools and other nurseries to meet new staff and children, explore new environments and join in sessions. Family visits are encouraged and siblings are welcomed. Transition documents are thorough and information is sensitively shared. An inspiring display 'We are Moving On' includes photographs of local schools and settings and the next teachers or key persons. Children starting have a series of settling-in sessions with observations, comments and any concerns or issues shared. The 'Nursery Council' gives children a place to voice their concerns, raise any issues and comment on the nursery provision. Older children will often voice the concerns or achievements of younger ones during their 'council meetings'.

The setting's practice consistently reflects the highest aspirations for all children and staff. Consequently, children make excellent progress in relation to their starting points and are exceptionally well prepared for the next stage in their learning and development.

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

The leadership team are inspirational in their practice and are rightly proud of their achievements. They work together to lead practice and provide the very best for the children who attend the nursery and their families. They have very high expectations and invite others to share this outstanding practice on a regular basis. Self-evaluation and action plans show continual reflection of staff practice and activities under-taken. The nursery works closely with the provider and the local children's centre. They are an exemplar nursery within the area.

All required policies and procedures are extremely well written and embedded in practice. Staff have an excellent understanding of safeguarding and are clear about the process to report any concerns and when Ofsted should be notified. Strict cleaning routines and robust daily risk assessments are in place for all areas of the nursery and all activities. Risk assessments for outings and visits are undertaken before and during each outing and any issues are noted.

Recruitment procedures are rigorous following company practice. An extensive induction programme includes management, peer observations and self-reflection. Staff training and development profiles ensure that all staff reach the high standard of expertise and care expected at the nursery. Staff morale is exceptionally high. They feel that they have a clear voice within the nursery and are valued by the manager and provider. Through

regular reflective practice staff are able to influence change as and when required. They are very well deployed throughout the nursery. A monitoring grid is checked at key times during the day to ensure correct staff ratios are kept. The key person system is extremely well embedded. Children form very positive relationships and families feel that the key person is a trusted professional and a friend. A 'Buddy' system is in place for when the key person is out for any reason. Changes are noted outside each room, so that parents know who to approach to speak about their child. Staff feel that they effectively support children to reach their potential and beyond. The ethos of respect and fairness is embedded in this system and as a result, the child is constantly at the centre of the learning and development cycle.

Parents and other professionals are given a voice within the nursery and are able to effectively change because they contribute to the self-evaluation. Parents readily comment through regular focussed questionnaires, daily feedback, at parent's evenings and through the Parent Liaison Group. Feedback is noted and used to secure improvement, for instance areas of inspiration and den making, have been introduced as a result of reflective practice and comments made.

Staff have an excellent knowledge and understanding of the Statutory framework for the Early Years Foundation Stage requirements. Observation, assessment and planning is effectively monitored, so that key persons know their children in depth and can readily discuss their age and stage of development. Assessment includes, children's level of involvement, attitudes and characteristics of learning. Planning is robust, observations are very well written, linked to children's age and stage of development and used effectively to identify their next steps. This exemplary practice quickly identifies areas of need and highlights children's interests and used to personalise planning and extend children's quality of learning. Tracking documents and the progress check at age two are used with great effect to accurately identify needs, show progress and ensure activities are planned to enhance learning. The management team effectively monitors and moderates all planning and assessment. Copious data is collected on each child and is used very effectively to track all areas of learning and identify particular groups of children, such as, summer born boys, those attending more than one setting or those with particular needs. Data is compared with that of a variety of other settings owned by the provider and with local schools thus giving the nursery a comparison of achievement. The manager uses the data to further enhance provision and ensure continuity and consistency of care for all children.

Partnerships are a key strength of the nursery. Strong relationships with children centre staff, local authority and other professionals have enabled nursery staff to further support and meet the needs of children and their families. Parents are warmly welcomed into the nursery at every opportunity. The inspirational entrance hall contains a wealth of information, including, health and safety in the sun, healthy eating, meetings of the Parent Liaison Group and a lending library. Through daily information sheets, handover time room diaries, informal chats and regular more formal meetings parents are kept fully informed of their child's progress. A monthly newsletter gives advance notification of trips, outings and visits. Parents are encouraged to be involved in their child's learning and development process through a highly effective home observation and support system. Parents are given a small task or activity to complete with their child at home. They are asked to

observe and make comments on how the activity was completed. For instance, reading a favourite book together, counting the stairs up to bed, helping to set the table for a meal, singing favourite songs or rhymes together. Parents comment that this has given them an excuse to spend more time with their child. They feel involved as though they are making a contribution to the learning process. Parents also comment 'We are pleased our child settled so quickly into the new setting. She was quiet for the first session but then came out of her shell thanks to the support and encouragement of the staff. They got to know her and us very well and were able to meet her developmental needs very well' and 'Our child has gained in confidence and self esteem thanks to the care and provision of everyone here at Busy Bees. We are delighted and would say to anyone come here its great,' Parents all agree that the nursery is amazing and gives an excellent start to their children's educational journey.

This high quality effective nursery puts children at the very heart of everything they do. As a result, children are very well cared for and are highly motivated to learn. The nursery has a strong capacity to improve and is rightly proud of their achievements.

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 | 503196 |
| Local authority | Wirral |
| Inspection number | 923885 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 105 |
| Number of children on roll | 102 |
| Name of provider | Busy Bees Day Nurseries (Trading) Limited |
| Date of previous inspection | 14/02/2012 |
| Telephone number | 0151 327 8073 |

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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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