

# Busy Bees Day Nursery at Chiswick

4 Marlborough Road, Chiswick, London, W4 4ET

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 07/08/2013 |
| Previous inspection date | 13/06/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- The leadership and management of the nursery is good. The staff team work well together to meet the needs of all the children.
- Children are cared for in a safe and secure environment and the safeguarding and welfare requirements are met to a good standard.
- The environment is well organised and children have access to an exciting range of activities that encourage them to use different skills
- Good partnerships with parents are developed through frequent, valuable communication. Information is continually gathered and exchanged for the benefit of each child's care, learning and development

### It is not yet outstanding because

- Staff do not always take opportunities to add resources to children's play or make the best use of open ended questions to extend children's thinking and play effectively.
- Staff do not promote the programme for maths as well as possible, missing some opportunities to consider how numbers and counting can be used in everyday routines and activities.

## 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 looked at a selection of policies.
- The inspector observed the children during their activities indoors and outdoors.
- The inspector followed the progress of two children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents.

## Inspector

Rosie Bloomfield

## Full Report

### Information about the setting

Busy Bees Day Nursery at Chiswick registered in 2001 and has been part of the Busy Bees Group since September 2007. The nursery operates from a detached building with rooms set over two floors. It is situated in Chiswick within the London borough of Hounslow. Children are cared for in three rooms depending on their ages and stages of development.

A maximum of 78 children may attend the nursery at any one time. The nursery offers core hours from 8am to 6pm each weekday, although they do take children from 7am to 7pm on request. It is open 52 weeks of the year, closing for bank holidays. All children have access to an outdoor play area. There is a lift available to the first floor. There are currently 45 children on roll in the early years age range. The nursery supports children with special education needs and or learning disabilities and children who are learning English as an additional language. The nursery gets funding for free nursery education for children aged two, three and four.

The nursery employs 16 staff, 14 of who hold appropriate yearly years qualifications. The nursery also employs a full time chef and part time chef as well as a part time financial administrator. The nursery receives support from the local authority early years development team.

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

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

- take opportunities to add resources to children's play and use more open ended questions to extend children's thinking and play effectively
  
- use numbers and counting in everyday routines.

### Inspection judgements

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

Children are happy and settled as each of the rooms are thoughtfully laid out, well resourced and meet the learning needs of the children who attend. Children have a good awareness of where resources are and what is on offer. They move happily around the room choosing what they want to play with indoors and out. Staff have a good knowledge of each child, what they like to do and ensure there are activities and equipment for all children to access that interests them. For example, there are plenty of vehicles, big and

small, for children who are interested in cars and lorries. Other children enjoy playing in the sand which staff make available outdoors. This means children are actively engaged for the vast majority of their time at the nursery. These skills help them prepare for future learning. Staff knowledge of child development means they are able to provide resources and activities that meet each of their needs and help them learn. They refer to recognised guidance about child development to ensure all areas of learning are covered and as a result, children make good progress in their learning. Staff take many opportunities throughout the session to join in the children's play and make it purposeful. For example, when younger children are playing in the water tray a member of staff joins them and asks them to look for particular animals. When the older children kick the building blocks around, staff encourage them to make a wall to create an area where they could dance. However, on occasion staff miss opportunities to further extend children's thinking by not adding more props to their play or using open ended questions.

Children's communication and language skills are developing well. Home languages are respected and families provide important words to help children understand daily routines, therefore children learning English as an additional language make good progress in their learning. Staff have used ideas from 'Every Child a Talker' initiatives to introduce new activities that encourage children's speech and language development. For example, staff working with the younger children are very good at recasting sentences and words in the correct way or adding commentary to play. In the older room children are chatty and keen to share their talking boxes that contain special things from their homes.

Imaginative play is well supported in all areas, with resources that encourage children's play ideas. Staff support from a distance when appropriate so as not to interfere with individual play. Children become absorbed in their play; using real pans and kitchen utensils to cook and mash the pretend vegetable soup or washing down a table using a paper towel. Children are encouraged to make their own choices and use their imaginations. Staff add some mathematical language such as 'lots, bigger' and 'more', however, on occasions they miss opportunities to use numbers and counting as part of everyday routines. For example, staff do not take opportunities for mathematics and counting during daily routines such as counting the number of children at the table or working out how many cups are still needed.

Parents are kept fully informed about their children's progress and achievement through both formal and informal discussions. Staff also complete a progress check on children between the ages of two and three. It is effective in monitoring the children's developing skills and shows if they are making good progress in all areas of learning. Staff shares these checks with parents. Parents are invited to add comments to the progress check and also to regular report sheets that tells them what their children have been doing at nursery. Consequently, children's learning is effectively promoted in partnership with parents.

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

Children are helped to feel secure by kind and helpful staff. Staff find out about children backgrounds and routines through discussion with parents and settling in observations. Children are happy with any member of staff, not just their key person, demonstrating positive relationships. Positive relationships between staff, children and parents enable children to feel secure and develop a strong sense of security, as they are confident in the setting.

Staff have a good awareness of what children need when they first come into the setting each day and they help children to settle at an activity. Children develop a good understanding of how to behave kindly towards each other because staff teach them to be thoughtful and considerate. Staff teach children to negotiate and to share and take turns in their play. Staff offer children reassuring support if they hurts themselves. Praise and encouragement from staff ensure children develop high levels of positive self-esteem. As a result, children are well mannered and mostly follow simple rules. Staff remind them as needed in an age appropriate way, for example staff remind children to say please and thank you when asking for things, or give them a reason to help them be aware of the need for safety. Staff are well deployed and have a good awareness of what is going on around them even when playing with one or two children. Consequently, they are attentive to children's needs.

Children have access to fresh drinking water throughout the day and staff are very good at reminding them to have a drink and explaining why they need to drink in the hot weather. Children wash their hands before meals and snacks. They pour their own drinks, serve their own food and chose what they want for snack as appropriate. This encourages children to be aware of their own likes and dislikes, as well as help them develop self-help skills. Children have regular access to a well resourced outdoor area. They have plenty of opportunities for fresh air and have space to take part both large and small physical play such as sit and ride toys and digging in the big sandpit.

Staff show good safeguarding awareness, for example they know how to record accidents and incidents and what to do if they have concerns about a child. Thorough daily checks are carried out to make sure everything the children may come into contact with both indoors and outdoors is safe. This allows children the freedom to play in safe and secure environment and enables them to manage their own risks outdoors. For example, such as climbing steps to fill the watering cans or moving freely between indoors and outdoors. Children's behaviour shows they feel safe in the setting as they mostly follow rules.

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

There is an effective procedure for safeguarding children's well being and staff are aware of what they have to do if they have concerns about a child's welfare. Staff are familiar with and follow safeguarding procedures. Security procedures are in place ensure that no one can have unsupervised access to the nursery and the children. For example, a key fob system allows only staff and parents access to the nursery. All visitors have to be escorted in and out. Children's safety is given high priority with effective measures in place to keep

them safe. Good staff deployment means children are closely supervised. All staff understand their roles in keeping children safe. The manager has good expectations for the quality of care that is provided for children and families. The way children's behaviour is managed is appropriate to their age and stage of development. Regular reviews and audits of documents and overall practice ensure the requirements of the statutory framework for the Early Years Foundation Stage are met to a good standard.

Thorough recruitment procedures are followed to ensure people employed to work in the nursery are suitable to do so. Staff receive a thorough induction when they start. Staff performance is monitored well through formal appraisal and regular supervision. The manager oversees key person records of how children are developing through regular opportunities to speak to the staff individually. The systems for collecting and storing information are consistent across the nursery and are on hand to refer to if needed.

The manager is reflective and is aware of areas for development as well as strengths. Staff have the opportunity to contribute to self evaluation through discussions at staff meetings. Parents are asked for their thoughts on the nursery provision via a questionnaire. This enables the manager and her team to reflect on all areas of the provision and incorporates the views of all stakeholders into an ongoing self-evaluation process. There is evidence that previous recommendations made at inspection have been addressed and have had a positive outcome for children. A senior management team support the manager in developing and carrying out action plans to ensure continuous improvement.

Parents spoken to were happy with their children's care and expressed how friendly and helpful staff were. They state that their children enjoy coming to nursery and that their children are progressing well. The manager and her team have forged good partnerships with parents that benefits children's overall care and development as they work well together. They also work well with local authority advisors and are building relationships with schools that the children will move onto to, in order to help them prepare.

### **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

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 116179                                    |
| <b>Local authority</b>             | Hounslow                                  |
| <b>Inspection number</b>           | 925650                                    |
| <b>Type of provision</b>           | Full-time provision                       |
| <b>Registration category</b>       | Childcare - Non-Domestic                  |
| <b>Age range of children</b>       | 0 - 4                                     |
| <b>Total number of places</b>      | 78  |
| <b>Number of children on roll</b>  | 45  |
| <b>Name of provider</b>            | Busy Bees Day Nurseries (Trading) Limited |
| <b>Date of previous inspection</b> | 13/06/2011                                |
| <b>Telephone number</b>            | 0208 742 0011                             |

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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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