

Busy Bees Day Nursery at St Albans General Hospital

St. Albans City Hospital, Waverley Road, ST. ALBANS, Hertfordshire, AL3 5PN

Inspection date	06/08/2013
Previous inspection date	28/07/2011

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	2	1
The contribution of the early years provision to the well-being of children	2	2
The effectiveness of the leadership and management of the early years provision	2	2

The quality and standards of the early years provision

This provision is good

- Highly successful partnership working between the nursery, parents, schools and external agencies ensure that children's needs are quickly identified and exceptionally well met.
- Staff are fully aware of their individual responsibilities to protect children and give priority to ensuring that all children are safeguarded. Children are protected from harm as staff successfully minimise potential risks and teach children to assess risk for themselves.
- Effective leadership and team working ensures that all members of staff complement each other's roles and responsibilities. This successfully ensures that each child receives consistent messages from every member of staff throughout the nursery.
- Staff provide an excellent range of rich, varied and imaginative experiences based on meticulous observations and assessments of children and a comprehensive knowledge of what children know and can do. This results in children enthusiastically joining in with nursery activities.

It is not yet outstanding because

- There is scope to extend opportunities for children to further develop their already extensive physical skills.

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 observed staff and children participating in activities in the four main rooms and in both outside play areas.
- The inspector held a meeting with the manager, deputy manager and area manager, talked to staff and key persons and carried out a joint observation of an adult-led activity.
- The inspector looked at various documents, including policies and procedures, risk assessments, complaints, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector took account of the views parents spoken to on the day of the inspection.

Inspector

Susan Parker

Full Report

Information about the setting

Busy Bees at St Albans Hospital was registered in 2010 and is on the Early Years Register and compulsory part of the Childcare Register. The nursery operates from a purpose-built building in St Albans, Hertfordshire, and is managed by Busy Bee's Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from four main rooms and two enclosed outdoor play areas. The nursery employs 18 members of staff including a chef and an administrator. The manager and deputy hold level qualifications at level 5, six members of staff hold qualifications at level 3, and two staff hold appropriate early years qualifications at level 2.

The nursery opens Monday to Friday all year, from 7am until 7pm. Children attend for a variety of sessions. There are currently 100 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 further improve the quality of the early years provision the provider should:

- expand the opportunities for children to use large climbing equipment and run in open spaces, in order to extend their already extensive physical skills.

Inspection judgements

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

Children benefit from the excellent skills and knowledge displayed by the high quality staff. Children flourish and are very inspired to learn in this extremely stimulating and exciting nursery. Staff are highly skilled in delivering the learning and development requirements to a very high standard. They display an excellent understanding of how children learn; they expertly engage children's interests and hold their attention. This results in children being busy, involved and interested in the activities. For example, pre-school children have fun playing a card game in the garden. They take turns matching rhyming words, such as, sun and run or fish and dish. Older and more able children recognise the words and younger children use the picture clues to enable them to participate equally in the game. The nursery rooms are exciting, recently decorated and re-organised using ideas from the children. For example, some walls have been removed and this has encouraged children to think and talk about space and measure.

All babies, toddlers and children are making excellent progress in the prime areas of

learning. Communication is considered high priority and children of all ages communicate well, in relation to their age and abilities. Babies gurgle and cheerfully grin at their familiar key person. Toddlers and young children confidently take the hand of an adult to lead them to what they want, or point to a photograph while experimenting with recognisable words. Pre-school children confidently chatter and ask questions, describing and explaining what they are doing. Staff display familiar words and phrases in the children's home languages which enables the key persons to communicate with their children. Children with special educational needs and/or disabilities are also extremely well supported in their communication. Staff expertly speak slowly and clearly, using puppets, photographs and familiar gestures in addition to sign language, to communicate with them.

Children display outstanding levels of personal, social and emotional development. Babies show interest in the activities and respond differently to familiar and unfamiliar faces. Toddlers play co-operatively with adults and demonstrate their independence as they choose to play indoors or outside at will. Children beam the brightest smiles when their efforts and achievements are praised by staff, giving them a rewarding sense of self-esteem.

Excellent partnerships with parents ensure that the assessment of children's abilities when they start and the regular monitoring of their ongoing progress is a united process. Parents are fully involved in extending learning at home. They are regularly given activities and ideas to use at home to enhance and complement the learning they receive at nursery. Babies and toddlers have daily diaries containing detailed information on their welfare and care, their milestones and achievements, which are shared with parents daily.

Staff regularly complete comprehensive assessments for all children. These are visibly based on an excellent knowledge of the children; they are clear, precise and sharply focused. All adults contribute and this results in the established and successful system of tracking and analysing children's progress. This results in staff providing exciting and rich individually tailored experiences for all the children. All children are making excellent progress in relation to their starting points. Children who are, or could possibly fall below their expected levels of development, are quickly identified and receive targeted support and appropriate intervention. The detailed records and monitoring of these children clearly demonstrates that any gaps in their learning are rapidly closing.

Older children are exceptionally well prepared for moving onto school. Carefully planned activities, excellent partnerships with schools and parents ensure that children are equipped with the skills, confidence and support they need to move on to the next stage in their learning. Children with special educational needs and/or disabilities benefit from excellent partnerships and support from all adults to ensure that their individual needs are catered for and highlighted.

Children in the pre-school room and the toddler room benefit from free flow access to the well-resourced and exciting outdoor environment. Babies and children from the other rooms enjoy regular planned outdoor activities. This enables children of all ages to have freedom to explore, be physically active and have first-hand experiences of the changing seasons and weather. Children have daily opportunities to develop their physical skills and

coordination as they expertly pedal tricycles, balance on beams and investigate the good range of activities and resources. Children also occasionally use the open space and large equipment in the park close by to expand their climbing, sliding and running skills. However, there is scope to expand these type of activities further in order to further enhance children's otherwise excellent physical skills.

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

Children thrive in this vibrant nursery. They have formed very close bonds and attachments with their key person, staff and other children. Key persons display an excellent understanding of the individual needs of each of the children in their care. They provide reassurance and a nurturing approach which results in children settling quickly and showing eagerness in exploring and investigating the exciting environment. Children are happy and content as they spontaneously hug staff and show high levels of affection. Babies and toddlers smile and babble as they hold out their arms to familiar faces. Staff respond warmly, giving children secure emotional attachments. This enables children to have a strong base for their developing independence and exploration.

The highly skilled key persons implement very effective plans and procedures which ensure that children are extremely well prepared for the next stage in their learning. Parents and children visit the nursery prior to starting, and meet their allocated key person. This opportunity is used very well to begin building positive relationships with the children and their families. Precise and detailed information is shared which ensures that key persons have an accurate knowledge and understanding of the individual and unique characteristics and abilities of each of the children in their care. Parents of children who are settling in, comment that they feel their children are adjusting very well to the nursery routines and their children are very happy, often not wanting to leave the exciting and welcoming nursery.

Excellent partnership working, creative activities and imaginative resources effectively prepare children who are moving onto full-time school. During their last few months at the nursery, children are involved in carefully planned activities specifically designed to promote school readiness, leading up to their graduation. Babies and toddlers who progress and move up to age appropriate rooms within the nursery, are very well supported. Working together, parents and key persons decide when the children are ready, and short visits are built up until children are comfortable and secure. These visits are individually tailored to meet children's unique needs. This also works extremely well for those children who have special educational needs and/or disabilities. They often fluctuate between rooms ensuring their needs are met. For example, children with global development delay feel more comfortable with the baby toys and routine but also benefit from mixing with children who are the same age. Transitions only become permanent when the child is ready and happy to move on.

Children generally show that they have a good understanding of their personal safety. For example, they use cutlery competently at mealtimes and are careful when using scissors. Toddlers and young children display their awareness of the safety of their friends as they look out for each other as they manoeuvre around the room and garden, taking turns and

sharing resources. Staff generally support children's safe exploration. However, a recent incident where a toddler gained access to the small kitchen, has prompted staff to increase their vigilance. Older children check the garden for hazards as they complete their own risk assessments and, for example, walk around with clip boards and tick the areas they have looked at. This gives the older children a good understanding of identifying and managing risks for themselves. Their behaviour is very good because of the consistent management methods understood and practised by all members of staff. This results in children having clear and reliable messages about responsible behaviour whilst enjoying their time and having fun.

Children show a very good understanding of the importance of effective hygiene procedures. They explore messy craft activities and investigate the difference between wet and dry sand. They talk about how and why they wash their hands to prevent the spread of germs. Children enjoy a variety and choice of nutritious snacks and meals. Individual dietary needs and preferences are well known by all staff. Secure procedures are in place to ensure that children are provided with snacks and meals which meet their individual requirements. They are encouraged to eat the well balanced and healthy meals and are also given alternative food options. Children who have problems with certain foods are given an alternative choice to ensure that they are well nourished.

Babies are supported with weaning as key persons work extremely closely with parents to ensure continuity of their dietary needs and routines. Children are developing a good understanding about the need for healthy food and fresh air and the effects of exercise on their bodies. Fun activities, such as, the 'Wake and shake' activities raise children's understanding of their bodies and their enjoyment of exercise. Children occasionally use the local park facilities for climbing and exploring large play equipment. The open spaces of the park are sometimes used to give children the space to run and be very active. Regular outdoor activities in their own play area ensure that children benefit from fresh air daily. Children who want a rest or a nap have cosy areas in each room where they snuggle up with cushions and soft toys.

Children's developing social skills and independence are excellent. Older children help younger and less able children to put on their own shoes and help them with personal tasks. They pour their own drinks and cut their own choice of fruit at snack times. Children regularly toilet themselves and routinely wash their own hands with staff nearby to help if needed.

The outstanding professional partnerships between key persons, parents and other professionals in the children's lives, boosts children's well-being. This means that children are confident and capable, resulting in children happily welcoming new interests and challenges and making excellent progress.

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

Robust procedures and risk assessments help to protect children. Any accidents, incidents, possible risks and any complaints are addressed promptly and thoroughly recorded. A recent incident where a child had wandered into the kitchen unnoticed has been promptly and effectively addressed. The nursery installed a child safety gate within a couple of hours which will prevent this from happening again. Meetings with the parent and all staff ensured that every person is aware of the incident and staff vigilance has been increased to prevent the incident reoccurring. At the inspection, the manager showed the inspector the risk assessment and action taken immediately after the incident. Ratios were correct at the time of the incident and the action taken has minimised the risk of children gaining access to the kitchen unseen. Therefore, safety has been improved.

All staff members have received training on how to safeguard children; they have a detailed knowledge of the procedures to follow should there be a concern about a child. Each member of staff is clear about their fundamental role and responsibility to protect children. Swift action is taken to minimise any potential hazards ensuring children are safe in the nursery. This results in children enjoying the freedom to explore their environment in safety.

Extremely robust procedures are in place for checking staff's suitability to work with children. Current refurbishment works are carried out after completing detailed and specific risk assessments. The contractors all have enhanced suitability disclosures and most of the work is carried out at night when the children are not present. High-quality professional supervision is conducted by the manager. She meticulously monitors and records the first class practice delivered by the staff team. Staff benefit from the support of the company in expanding their professional knowledge, skills and abilities. This ensures that staff consistently improve their already excellent understanding and practice. Managers are constantly driving for perfection. The sharply focussed evaluations of the impact that staff's practice has on the outstanding progress of the children, ensures that improvement is continuous and sustainable.

Extremely effective partnerships and links between the nursery, parents and other professionals guarantee that children's needs are speedily identified and very well met. Detailed and accurate information is shared ensuring that children receive the assistance, support and resources which successfully promote the progress of all children based on firm knowledge of their starting points and abilities.

The nursery implements the learning and development requirements to an excellent level. Improvements, stemming from recommendations at the last inspection have blossomed into a total refurbishment. Staff, children and parents put forward their views and visions for developing children's learning in secure, safe and challenging outdoor areas. The outdoor areas have been totally refurbished and provide almost everything to meet the needs of the children. This further inspired children, parents and staff to extend the project and they are currently refurbishing and enlarging the indoor areas used by children.

The meticulous and very effective monitoring and self-evaluation methods actively invite the views of all staff, parents and children. All information, whether gained through

regrettable incidents, observation, inspection or managerial monitoring is methodically actioned. This results in continually enhancing improvements to the practice.

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	EY422557
Local authority	Hertfordshire
Inspection number	930579
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	51
Number of children on roll	100
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	28/07/2011
Telephone number	01727897602

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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.

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.

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