

# Busy Bees at Ashton House

Ashton Park, Pedders Lane, Ashton-on-Ribble, PRESTON, PR2 1HL

<b>Inspection date</b>	02/08/2013
Previous inspection date	13/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children experience secure and warm relationships with their key person and they are extremely happy and settled.
- The staff team works well to provide a range of interesting, good quality resources and activities covering all areas of learning.
- All practitioners have good understanding of how to maintain a safe environment for children.
- Staff establish valuable partnerships with parents and parents are very happy with all aspects of the nursery provision.
- Self-evaluation of the setting is effective and involves parents, staff and children. This ensures continuous improvement in children's learning experiences and in the overall quality of the nursery.

### It is not yet outstanding because

- Children's individual learning plans and strategies are not effectively or consistently being shared with new key workers during a room transition, which slightly reduces consistency of learning for children.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of the lunchtime routine.
- The inspector talked with staff and held meetings with the manager and regional manager.
- The inspector examined documentation including a representative sample of children's records, the setting's policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Michelle Britch

## Full Report

### Information about the setting

Busy Bees at Ashton House was registered in 1994. The nursery is owned and managed as part of the Busy Bees nursery chain group, known as Busy Bees Limited. The premises are situated in Ashton Park in Preston, Lancashire. The nursery operates from a Grade II listed building which is a large converted detached property on two levels. The nursery is accessible to all children and there are enclosed garden and woodland areas available for outdoor play.

The nursery opens Monday to Friday all year round. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 91 children attending in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 23 members of childcare staff. Of these, 13 staff have appropriate early years qualifications at level 3 and three have early years qualifications at level 2. The nursery receives support from the local authority.

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

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

- strengthen the transition arrangements within the setting to ensure that all practitioners share and employ effective, targeted strategies to support learning that match children's individual needs.

### Inspection judgements

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

Children settle quickly because they are warmly greeted by staff, who are kind and friendly, when they arrive at the setting. As a result, children separate from their parents and carers with confidence and are ready to learn. This demonstrates their sense of belonging within the setting. Staff skilfully plan an exciting and interesting range of play experiences around the children's interests. For example, using recyclable materials including cardboard boxes to make a train and paper plates to make some wheels. This

developed into an area where children could hide inside boxes and create their own dens. Staff ensure that all children explore a good balance of both adult-led and child-initiated play. Staff work hard to make the learning environment appealing to children. Consequently, the indoor environment has well-defined and well-equipped play areas, which help children to focus and encourage them to explore, be creative and develop coordination skills. Children choose from an extensive range of good quality resources from easily accessible boxes, which offer children exciting learning experiences. Staff make good use of print in the setting at child height, so children learn that print carries meaning. Even very young children confidently move freely around the environment having good opportunities to climb, crawl and balance using good quality play equipment.

Children are very happy and content in this calm and purposeful environment. They enthusiastically interact with the staff who respond well to both their physical and learning needs. For example, children are excited to play outdoors and are reminded to access the drinking station to keep hydrated. There are good opportunities for all children to learn about their natural world as they find birds feathers in the woodland area and try to find where they came from. These experiences help children to understand their environment and to recognise the needs of other. Older children are beginning to develop emergent writing and good number skills, ready for school. Staff give children lots of praise and recognition, which motivates them to persevere. Good quality planning and organisation, ensures that every child enjoys their time in the setting and is suitably challenged by the learning experiences provided. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, are making good progress across all areas of learning given their starting points and capabilities. This is because staff make regular observations of children's achievements and use these to plan for children's individual next steps in their learning. Parents are fully involved in the planning process as they share observations from home, which staff effectively link into both the activity and environment planning. This includes using creative materials outdoors to create playground markings to support an interest from home. The staff maintains positive partnerships with parents. Staff provide daily health and care practice information in the daily diaries and good information about their children's progress and experiences through termly development reports. They routinely offer daily discussions, regular newsletters and opportunities to share and contribute to children's learning records.

Staff organise events to spark children's curiosity in the world around them. They take young babies to the local park to feed the ducks and the older children visit the local shops to buy ingredients for baking. As a result, children make links between their experiences outside nursery and readily talk about these with staff.

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

Children are very content as they enjoy warm cuddles and positive interactions from their key person. Parents are welcome to stay with their children to help them settle if they wish. As a result this helps to support their well-being and sense of security. Babies show good attachment as they follow their key person around the room and staff respond well

to their pre-verbal requests to sing action songs and read stories. Staff sit with young children to help them explore noise and items with different textures in treasure baskets. All staff follow the children's home routines so that there is continuity of care between home and the nursery. All children benefit from having opportunities to rest and sleep peacefully in the sleep rooms. This means that children are not disturbed by their peers who want to play. Behaviour is good and staff act as positive role models. The children learn important lessons, such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. The children are developing many important self-care skills. For example, older children are delighted to help serve their own water at lunchtime as well as help with the clean-up process.

Children play outdoors on a daily basis and have access to their own garden area with a good range of activities to promote children's physical development and other skills. Children enjoy moving in different ways, such as, climbing up the wooden castle, riding the bikes and using their imagination in the role-play house. They also enjoy small world play and investigating the woodland area. These resources effectively complement and extend activities available inside. Every effort is made to ensure that children are well prepared for the next stage in their learning, for example, staff ensure that children have short visits to their new room and get to know their key person. However, at times this is not sufficiently rigorous, therefore, some needs are not been fully met for some children. Staff prepare children for school by developing their independence skills in getting dressed and managing their own personal hygiene. They also support children to plan their own choice of activities and talk about their new school. The pre-school have good working relationships with the local school. This includes visits from teachers to enable them to meet the children within a familiar environment and discuss the children's learning journal. This is very effective in enabling the children to be confident and secure in their move to school.

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

There are good arrangements in place to implement the Early Years Foundation Stage welfare, learning and development requirements. The inspection took place following a recent safeguarding and behaviour management allegation against a member of staff. The nursery manager took immediate action to make sure children were safe and ensured that training needs were met. The inspector found that safeguarding is given high priority by all the staff team. The staff team have a very good understanding of the procedures to follow and are able to implement the policy and procedures effectively if they have a concern about a child in their care. Risk assessments are carried out daily to minimise accidents and the rigorous recruitment policy ensures that adults working with children are suitable to do so. The manager continually monitors the quality of the provision through regular team meetings and individual staff supervision meetings. Staff are encouraged to reflect on their own professional knowledge and to discuss ways they may be able to further develop their skills to promote better outcomes for children. The manager monitors

and supports staff planning and assessment procedures, to help ensure that there is consistency across the provision. However, the manager needs to monitor the transition arrangements and consider a more effective procedure for staff to share information of children.

The manager demonstrates high aspirations for the nursery. She has developed informative self-evaluation practices, with the input of her staff, parents and children. She is a reflective practitioner. For example, she has recently divided the rooms into younger ages, in partnership with staff, for a more age related learning experience. The manager sets clear targets to drive improvement. For example, she is currently looking at ways to develop all of the garden areas further to improve children's experiences outside. The manager routinely checks individual children's learning records to ensure that they are making expected progress as well as to identify trends in learning and development, particularly for vulnerable learners, to help identify priorities for improvement in the setting. The manager works closely with local authority advisors to gain their expertise and parents are fully encouraged to be involved in their child's learning. The manager supports individual staff as necessary so that they can support their key children effectively. Staff are able to access regular training within the company as well as with the local authority to further their professional development. Recent courses include planning, observation and assessment. This translates effectively into practice showing a positive impact from training. The staff team evaluate their practice accurately and carefully to identify areas for further improvement. They welcome feedback from parents through questionnaires, general discussions and parent committee meetings. Parents are very complimentary about the setting and state that the staff are very friendly and helpful and that their children enjoy attending.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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>	309355
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	904912
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	130
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	13/11/2012
<b>Telephone number</b>	01772 726696

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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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