

Busy Bees at Farringtons

Farringtons School, Perry Street, Chislehurst, Kent, BR7 6LR

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| Inspection date | 26/04/2013 |
| Previous inspection date | 31/05/2011 |

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| The quality and standards of the early years provision | This inspection: | 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 play in an inviting play environment where they learn good social skills whilst developing their independence in seeing to their personal needs.
- All staff understand the requirements to support children's learning and do this well with the provision of a wide variety of activities covering all areas of learning.
- The provision enthusiastically reviews the service it provides and introduces new systems to include the views of both parents and children.
- High quality meals and snacks ensure children eat well and parents also contribute their ideas through food tasting sessions.

It is not yet outstanding because

- The key person system helps to settle children and parents, however, the organisation of staff means that at all times the key person is not available when parents collect children.
- The extra curricular activities do not include all children which limits access for some children to games such as elementary football, cricket and hockey.

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 looked at a range of documentation.
- The inspector observed play and learning activities in all the playrooms of the nursery, including the outdoor area.
- The inspector and manager carried out a joint observation of an activity in the pre-school room.
- The inspector took account of the views of parents, staff and children spoken to on the day.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Busy Bees at Farringtons is one of several nurseries run by Busy Bees Childcare LTD. It opened in 2005 and operates from six rooms, in a purpose-built two storey building. It is situated in the grounds of Farringtons School in Chislehurst, Bromley. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday, from 7.15am to 6.30pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 172 children, aged from 3 months to under 5 years, on roll. Children aged three and four years receive free nursery education. Children come from the local community and the nearby areas. The nursery currently supports a number of children with special educational needs. It also supports a number of children who speak English as an additional language. The nursery employs 47 staff including one administrator and two kitchen staff. Of these 41 staff, including the manager, hold appropriate early years qualifications. There are five staff working towards a qualification. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- develop the educational programmes to extend the extra curricular activities for all children enabling them to challenge their early ball handling skills in games such as elementary hockey and cricket
- strengthen further the key person system so that the key person or buddy is available to liaise with parents at collection times.

Inspection judgements

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

Staff, including managers are knowledgeable about children's care and education. Staff provide a wide variety of activities to challenge children. They have systems to appropriately engage parents in their children's learning from the beginning, which helps staff know children's abilities, likes and dislikes. Parents spend time with staff during the graduated settling in sessions. This helps both parents feel comfortable and children begin to establish bonds with their key person. On going information through parents' access to children's learning journals as well as receiving monthly activity plans, enable parents to extend children's learning at home. Systems for assessing children's progress are secure. Staff know children well, which helps children to make good progress. Staff identify areas

where children need extra support and organise a programme, working with parents, to focus on specific areas for development, thus organising activities to meet children's individual learning needs.

Staff show enthusiasm in their delivery of activities that interest and motivate children. There are wide varieties of resources that support children's communication and language and develop their social skills. Staff caring for babies and toddlers gently encourage them to investigate different materials. Very young children develop confidence in experimenting, feeling the sticky and smooth textures. Toddlers make use of crayons and paints to create pictures. They interact with staff singing nursery rhymes. Older children keenly speak about their holidays, which lead to discussions about weather where all children join in. They sing songs about rain while watching showers from their undercover outside areas. Some children help themselves to umbrellas and put on wellingtons enabling them to venture out, running and splashing in puddles. Children further express their ideas about the weather using paints, card and other materials in their artwork. They produce their interpretation of clouds, thunderstorms and rainbows with a variety of collage materials showing their enjoyment and concentration in the task. Children sing songs and rhymes regularly which extends their enjoyment of learning new words in rhyme. There are also opportunities for some children to take part in other musical activities, which extend their appreciation of sounds and melodies.

The outdoor areas provide children with rich, varied and imaginative experiences that contribute to their physical development such as balancing on large logs and using climbing apparatus. However, children taking part in extra curricular activities, including sports, benefit most in learning exciting ways to develop their physical coordination in ball control, which staff do not develop for all children. Older children speak about planting seeds, which introduces them to learning about the natural world. Older children help to harvest vegetables that all children enjoy eating as part of their daily meals. Children learn about the weight of ingredients in their cooking activities such as making pancakes for Shrove Tuesday. This helps their mathematical development.

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

Staff show they enjoy caring and nurturing babies, giving them cuddles when they are tired and gently lay them in individual cots. Staff constantly monitor sleeping babies to ensure they are comfortable. Older children respond to the stimulating environment. They see their individual photographs stating 'I am unique' in their rooms which fosters children's emotional well-being. The strong attachments children form to their key person enhances their sense of belonging. The nursery has a sound key person policy, knowing this is central to the children's well-being and staff demonstrate a good understanding of their roles in this respect. However, due to staff deployment to ensure ratios are maintained children do not always have their key person during certain times of the day, particularly when children are collected which, for some children and parents, is unsettling. Children generally move successfully between different rooms as they grow. They also have support in their transition to school because the nursery has good links with some and establishing partnerships with others. Staff prepare final summaries on

children's achievements, which they share both with parents and the children's school.

Children behave well and staff support this through helping them to express their feelings in a positive way. For example, older children fix pegs on wall signs showing how they feel, happy, sad or angry. This enables staff and children to work together. Children learn about their own feelings as well as the feelings of others. The system also extends to praise children for perseverance with an activity that presents a level of difficulty, such as scissor control.

Children play in a safe, clean and well-maintained environment, which promotes their good health. Children and parents join in the garden workshop, which raises their awareness of caring for the environment. Meal and snack times are sociable occasions with older children helping to lay tables for lunchtime. Children independently see to their personal hygiene needs and babies like the feel of the wet wipes to clean their hands and faces before and after lunch. Older children learn about dental hygiene through posters and children have opportunities to brush their teeth after snack times. Dental hygienists also visit the nursery to talk to children about the importance of caring for their teeth, which improves their health awareness. Concise recording of children's allergies and the 'red plate' system rigorously ensures children with special dietary needs receive individual attention. Good systems are in place with regard to ensuring children receive the correct medication. Staff comply with the requirements to note accidents and incidents to safeguard children.

Babies have many opportunities to develop their physical skills. They pull themselves to standing using low-level equipment and explore their playroom with interest. Older children exercise in the garden areas. They show how they safely climb and balance on the log stepping-stones and they learn how to manoeuvre bikes and other vehicles having regard to others playing in the same area.

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

Leadership of the nursery is strong. Children are safeguarded because managers and staff receive regular training in child protection. Most staff are also qualified in paediatric first aid. The nursery's clear policy supports practice and staff demonstrate a secure knowledge of the procedures for reporting concerns. Appropriate recruitment and vetting procedures ensure the suitability of the staff. Induction of new staff means that they know their responsibilities to protect children.

Good monitoring of the educational programmes ensures the staff team are confident in delivering a broad range of experiences that help children to make progress. The staff work well in their teams to plan activities that ensure there is diversity in activities to reflect the interests and cultural differences of the children who attend and generally working well with parents, keeping them informed of their children's progress.

The managers are keen to improve the service they provide. There have been many

improvements since the last inspection, including addressing the recommendations from the last inspection. There are now regular forums for both parents and children to share their views on improvement. The managers have introduced new methods to improve their partnership with parents. Notice boards at the entrance provide parents with plenty of information regarding events and activities. Parents at the inspection comment how much their children love going to the nursery. Parents say that some staff go the "extra mile and nothing is too much trouble". Parents say how they enjoy the special sessions such as food tasting days, so they are able to eat the food their children enjoy. There are also sound systems for parents to raise their concerns. These concerns are addressed appropriately.

The well-established good partnerships with external agencies and other providers' means that children that staff identify with special educational needs receive appropriate support to help them to make progress. Children with physical disabilities also benefit because of the easy access to all rooms and outside play areas.

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

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| Unique reference number | EY308484 |
| Local authority | Bromley |
| Inspection number | 917466 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 100 |
| Number of children on roll | 176 |
| Name of provider | Busy Bees Nurseries Limited |
| Date of previous inspection | 31/05/2011 |
| Telephone number | 0208 4677356 |

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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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