

Busy Bees at South Staffordshire Water

South Staffordshire Water Plc, Green Lane, WALSALL, WS2 7PD

Inspection date	29/08/2013
Previous inspection date	24/01/2011

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
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

- Good relationships are firmly in place with parents as they are fully included in all aspects of their child's care and development. Discussions are purposeful and impact very well and the care and learning opportunities offered to the children.
- Children are motivated learners who approach their activities with enthusiasm. They enjoy the wide range of activities on offer, particularly the outdoor play environment, which challenges and stimulates them.
- Children are very well supported in their transitions as they move into full-time school. There are well-established relationships with the local schools that children move on to.
- There is a very thorough drive towards further improvement through strong self-evaluation of the effectiveness of the nursery. Through this, managers and staff ensure that the needs of all children are closely met.

It is not yet outstanding because

- There is further scope to improve the organisation and presentation of the story at circle time so that children maintain their interest and do not become distracted.
- Staff sometimes miss opportunities to use mathematical language during children's play, to help them understand the concepts of quantity, size and volume.

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 carried out a joint observation with the manager of the nursery.
- The inspector looked at children's development folders, children's and staff's files and a selection of policies and daily records.
- The inspector spoke to the manager, deputy and other staff members throughout the inspection.
- The inspector held a meeting with the manager and childcare adviser during the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.

Inspector

Susan Rogers

Full Report

Information about the setting

Busy Bees at South Staffordshire Water was registered in 2007 on the Early Years Register. It is situated in self-contained premises within the South Staffordshire Water building in Walsall and is managed by Busy Bees Nurseries. The nursery serves staff who work for South Staffordshire Water Plc and there are places available to the local community. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, and one has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 43 children on roll who are within 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.

What the setting needs to do to improve further

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

- review the organisation and presentation of story reading at circle time to provide a more interesting and stimulating experience for children
- provide more opportunities for children to use positional language during activities to help them understand the concept of quantity, size and volume.

Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and use their skills to provide varied and interesting learning experiences. There are a wide range of activities to actively encourage children's critical thinking. Interconnecting water sinks enable children to turn on taps and watch water flow from one sink into another. This promotes their understanding of cause and effect, and encourages children to talk to one another as they decide what to do with the water. Staff actively support children's play by making suggestions and offering explanations as they play. For example, children are inspired by staff helping them to put together a playhouse using connecting sheets. Staff explain how the pieces fit together and encourage children to use their physical skills to create a strong structure. Children learn about the world around them as they visit the local canal to feed the ducks and visit the local shops to buy

resources for the nursery. Children learn about number and use this for a practical purpose. There is, however, further scope for children to learn how to use mathematical language, such as size, shape and volume, during their everyday activities. Children communicate well with each other, and this is encouraged as they enjoy imaginary play. They freely make marks and develop early writing skills as there are paper and pencils readily available in many areas of the nursery.

A very good partnership is in place with parents, and staff are exceptionally skilled at including them in all aspects of their child's care and learning. They are encouraged to contribute towards their child's assessments by completing their own assessments of their child's progress while they are with their family. Regular discussions with parents as they collect their child provide support for parents so they can continue with their child's learning when they return home. Baby diaries for the younger children ensure that parents are kept closely in touch with any daily changes in their child's progress and what activities they particularly enjoy on a daily basis. A comprehensive learning journey is compiled that tracks children's progress and plans for the next step in their development. This ensures that children make good progress in all areas of development, as staff add further detail to the planning to close any gaps in children's learning. This results in children being provided with challenges that they find interesting and stimulating. Through this, staff have a good understanding of activities that children prefer, and are then able to accurately plan for their individual progression.

Younger children enjoy experimenting with paint as they use their hands to make prints onto paper and achieve different artistic effects as they use brushes, rollers and sponges. Older children thoroughly enjoy putting on waterproof boots and paddling in shallow trays of water. They experiment further by using rollers and paintbrushes in water mixed with glitter and sand. This encourages children to be confident in their play and extends their vocabulary as they discover new words to describe what they are doing. These learning experiences prepare children well for their move into full-time school as they are confident and adventurous learners.

Children enjoy story time as this is an opportunity for them to get together as a group and share books. However, the organisation and presentation of stories at circle time does not always offer sufficient interest and challenge to keep children fully engaged.

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

Staff are warm and caring and ensure children feel safe and secure in their care. Well-planned settling-in arrangements are in place as children start attending the nursery. This ensures that children and their parents are eagerly welcomed and their specific needs are understood by their key person. There are effective arrangements in place to support children as they transfer into another room in the nursery. Key persons are eager that any transfers are an enjoyable experience for the child, so they support them thoroughly by accompanying the child as they have introductory visits in their new room. Staff are skilled at sharing information with each other regarding children's individual progress, and so make sure that the child's new key person is well informed of their play preferences. Children enjoy including others in their play as they develop new experiences. For

example, creative play opportunities encourage children's friendships as they learn how to be kind and considerate to one another. As a result, they enjoy creative play opportunities in the home corner as they discuss with each other what they plan to do.

Sleep times are well managed for the children as staff ensure that children are relaxed and sleep peacefully, by providing a quieter section of the room. This means that children can choose whether or not to sleep. They are reassured when they wake as a member of staff observes their sleep and is always nearby when they wake to comfort them. A well-established key person system helps children form secure attachments and promotes their well-being and independence.

Older children attend competently to their self-care needs as they wash their hands before meals and snacks. They pour water into their cups as they eat their lunch, which provides them with good skills in preparation for them starting full-time school. Babies feel secure and safe as staff support their play by constantly being at their level. Younger children readily approach staff to sit on their lap and have a cuddle. The rooms are well resourced with play equipment and materials that are regularly replenished and added to. For example, younger children thoroughly enjoy using newly purchased dressing up clothes with a mirror.

Careful consideration is given to the organisation of the children's play areas so that children are encouraged to explore and discover. There are secure cosy areas where children can relax and look at a book or cuddle a toy. The well-planned outdoor area encourages children to further explore and develop an understanding of risk as they use the small climbing frame, a slide and a range of wheeled toys. Children are encouraged to enjoy a healthy lifestyle as they enjoy a varied menu that is well planned, nutritious and prepared in nursery by the chef. Children also enjoy daily snacks of well-presented fresh fruit and vegetables. They are supported at lunchtimes by the nursery chef, who includes them in discussions about food that is good for you and keeps you healthy.

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

Strong leadership ensures that the educational programme is consistently monitored and, as a result, children are provided with a varied range of stimulating activities which enable them to make good progress in their learning and development. The planning of children's activities closely meets their needs as staff consistently reflect on and include activities that are challenging for each child.

Staff development opportunities are effective as their performance is monitored through appraisals, peer observations and robust recruitment and induction systems for new staff. Staff are well supported through training and their professional development as they gain additional qualifications while working at the nursery. Staff meetings and individual supervision further enhance the support offered to staff. This ensures they are sufficiently skilled and well suited to their role.

Children who have special educational needs and/or disabilities benefit from one-to-one

care, which means their individual needs are closely met and they make good progress given their starting points. Staff are skilled in working with a range of outside agencies to ensure that children who have an identified need can access appropriate support. Children are very well supported as they transfer to full-time school. Staff are very resourceful in forging links and partnerships with the many schools into which children will transfer. They ask the teaching staff from the schools to photograph the school environment, which staff then include in colourful booklets that children enjoy reading. Staff are then able to include children in meaningful discussions regarding their new school. Children are also encouraged to bring their new school uniforms into nursery.

The nursery keeps Ofsted informed of all significant incidents. For example, Ofsted were informed by the nursery of an incident where a child continued to play in the secure outdoor play area while the other children returned indoors with a member of staff. This was noticed after a short period of time and the child was able to join the group. However, this was a minor breach of requirements. There was no further action taken by Ofsted. Since this incident the nursery has implemented very secure procedures to ensure that this does not reoccur. The child's parents were kept fully informed of the incident and there was no risk to the child during this time. There are good safeguarding arrangements in place as staff are vigilant at all times to ensure that children are safe, and senior staff have attended child protection training. The induction of new staff includes a safeguarding aspect and, as a result, all staff have a good awareness of how to protect children in their care. For example, when children play outdoors, staff always record the names and numbers of children who are outdoors and carry out the same procedure when they return indoors.

The nursery regularly takes account of the opinions of children and parents in its constant endeavour to drive forward improvements. This means that improvements have a clear and purposeful focus. Staff supervision sessions and meetings are used very effectively to make sure any improvements closely meet the needs of the children who attend. Opinions from parents are sought through questionnaires, a suggestion box and discussions as their child is collected. This ensures the action plan for further developments is accurate and identifies strengths and any weaknesses. The nursery uses the advice from local authority improvement workers and a range of quality assurance schemes run by the local authority to improve standards and drive forward improvements. Social outings, parents' evenings and discussions with parents ensure that they are constantly updated about any changes in nursery. This ensures that there are positive partnerships in place and that parents' opinions are highly valued.

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	EY347282
Local authority	Walsall
Inspection number	915507
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	23
Number of children on roll	42
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	24/01/2011
Telephone number	01543 678200

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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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