

Busy Bees Day Nursery at Leicester Meridian Park

Meridian Leisure Park, Meridian Way, Braunstone, LEICESTER, Leicestershire, LE19 1JZ

Inspection date	10/09/2013
Previous inspection date	26/10/2011

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

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn in a rich vibrant environment. Precise assessment and planning for individual children enables them to make rapid progress in all areas of their development. Children are highly confident and show an excellent level of independence for their age.
- Children develop excellent relationships at every level with adults and their peers. A range of positive methods help them to understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave extremely well and develop awareness of how their behaviour affects others.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions through the nursery and onto school through exceptionally well organised procedures to promote continuity of care and learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings.

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 spoke with the nursery coordinator, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents and children through discussion and documents.
- The inspector conducted a joint observation with the manager.

Inspector

Patricia Bowler

Full Report

Information about the setting

Busy Bees Nursery was registered in 2004 as part of the group of nurseries operated by Busy Bees Nurseries Limited. It is registered on the Early Years Register. The nursery is situated in purpose built premises within the Meridian Leisure Park in Braunstone, Leicestershire. The nursery serves the local area and is accessible to all children. It operates from four base areas and there is an enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and 3 including one staff member working towards level 5.

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 129 children attending who are in the early years age group. The nursery provides funded early education for two-, 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:

- consider the organisation of mealtimes to ensure that maximum use is made of opportunities to enhance children's social skills.

Inspection judgements

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

Children are cared for by a highly motivated staff team proficient in implementing the Early Years Foundation Stage. They are fully committed to creating and sustaining a vibrant, exciting and challenging environment where children enjoy innovative opportunities to learn through their play. Children make excellent progress in their learning because staff use a range of teaching methods, based around building confidence and self-esteem. The nursery is exceptionally well organised with continuous play provision in all areas and staff plan a range of adult-led activities based around children's next steps. They continually encourage children to explore the environment whilst always being there for support. As a result, children develop independence to make active choices and extend their own play initiatives.

Older children, engrossed in role play are actively supported by a staff member who acts

as a patient. She receives injections and has her 'blood pressure taken' skilfully introducing vocabulary to support and extend children's play. Medical equipment is used to listen to heartbeats, which children feel with their hands and they use bandages to 'mend fractures and breaks' as they persevere to care for soft toy patients. Three zones are available for older children. They move confidently between these areas accessing and using a range of creative materials to paint, make collages and models using recyclable materials. They develop skills in early writing, forming recognisable letters as they identify their creations. The environment is abound with stimulating pictorial and written text showing numbers and letters so children can put meaning to words. Younger children are enthralled as staff use story sacks to support a range of favourite stories and songs. A staff member wearing a nurse's hat engages a group of children as they share resources and enthusiastically join in singing 'Miss Polly had a Dolly'. Older children listen intently to stories, encouraged to use their imagination to predict what may happen next.

Communication, language and literacy are actively supported as staff engage in lively conversations with children, especially as they share information from home. Staff are sensitive to children's individual needs as they settle into the nursery. They establish home link boxes with special items and sit with children sensitively, supporting them if they become upset. Children are able to share in talking about home as they look through their boxes reaffirming links and being reassured by staff. They are happy to place these on shelves and engage with staff in one-to-one supported play helping them to gain a sense of security, in what for most children, is their first transition from home.

Children are curious and solve problems as they use construction toys, looking at how things balance and how jigsaw puzzle pieces fit into spaces. Children stretch to add connecting bricks to a high tower as it progresses out of their reach. They giggle as they are lifted and staff introduce mathematical terms as they add additional bricks. They stand next to the tower measuring how much taller than themselves it is. Children have excellent opportunities to explore information and technology as they use computers, digital cameras and programmable toys.

Low-level storage units allow babies to select resources. Coloured coordinated areas enclosed with ceiling drapes offer opportunities to explore different experiences and textures. The lilac area promotes calmness with cushions and soft toys. A striking black and white area entices them with natural materials in treasure baskets and toys to investigate with buttons to press to develop hand eye coordination and an awareness of cause and effect. The shiny area provides tactile experiences of smooth and textured materials and babies become inquisitive looking at their reflections in mirrors. Staff interaction is warm and caring as babies are nurtured in their physical development as they progress to walking, developing balance and coordination, in readiness for their transition through the nursery. Children and babies are challenged effectively to ensure that they reach the next steps in their learning and staff are sensitive when deciding when to interact and when to value their independent play. As a result, children are enthusiastic in their play exploring and investigating to find out things for themselves.

Except for two commercial slides the nursery is striving to equip the outdoor area with many natural features. Large tyres, crates and boxes entice children to use their imagination as they work cooperatively with peers to lift and arrange these to build dens.

Children plant and tend produce to develop an awareness of growing processes and are looking after the nursery indoor snail family and stick insects. The nursery are in the process of establishing a mud kitchen to encourage children to explore and experiment with natural materials. Future plans are well targeted for improvements in the outside area to include many aspects linked to Forest Schools.

Teaching is further supported effectively because staff communicate with parents to obtain information when children start, on what their child already knows and can do. Parents' views are valued through detailed questionnaires and there are valuable opportunities to share information at organised meetings and when they arrive and collect their children. Staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Staff use their experience of working in partnership with other early years providers to ensure high levels of consistency in care and learning. They complete regular and meticulous progress summaries, including checks at the age of two years, to ensure development is secure and early intervention can be implemented for any concerns identified. School readiness is a key feature and children grow in independence as they learn to do things for themselves, express their feelings, use good manners and make decisions about their play.

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

Children's personal, social and emotional development is given high priority by staff who recognise the uniqueness of each child so that no individual is disadvantaged. Children with English as an additional language are supported extremely well. Staff know familiar phrases and build secure relationships with parents to include traditions, customs and festivals into their planning. Resources, including dual language books reflect positive images of difference and disability. Extremely effective partnerships are established between the nursery and any other agencies involved in children's care. Consequently, children are settled and happy and every effort is highly effective in meeting their individual needs.

Children settle extremely well as they start at nursery because staff obtain valuable information to follow clear recorded routines so they are cared for in line with parental wishes. They move to older age groups according to their readiness so that physical and emotional development is secure. Key persons visit with children until they are settled in their new surroundings completing comprehensive transfer summaries so new key persons are fully informed and learning levels are maintained. Children develop excellent relationships at every level with adults and their peers. A range of positive methods help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well and develop an awareness of how their behaviour affects others.

Children show high levels of independence as they learn to address their personal care needs, including hand washing and why this is necessary to 'stop germs spreading'. Meal

tables are set with cloths and flowers and children enjoy healthy and nutritious meals. Older children develop dexterity as they serve themselves developing awareness of portion control. However, they are not always adept in their use of knives and forks. Food is plentiful with sufficient for further helpings and children eat very well. They regularly take part in food preparation activities and cookery sessions with the cook, who has established a range of recipe books with written text and pictorial steps for children to follow independently, and with support. Close attention is given to any specific dietary requirements to ensure any allergies are diligently managed and children's health and well-being are prioritised. Children are very adept at recognising their needs. They help themselves to water to quench their thirst and staff are vigilant to ensure this is provided when children play outside.

Parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Standards of hygiene and health care practices throughout the nursery, such as, nappy changing procedures are exemplary minimising any risk of cross infection. Healthy lifestyles are actively promoted as children benefit from fresh air and exercise, including balance and coordination from an agency specialising in early years music and movement.

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

Children safety is given exceptionally high priority. Staff have attended training in safeguarding and are acutely aware of their responsibilities to protect children from abuse and neglect. They are very secure in their knowledge of the reporting procedures including those for concerns they have regarding any adult caring for children. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them. Access to the nursery is secure and vigilance is taken to check the identification of all visitors who are never left unsupervised with children. Staff are fully aware of their responsibilities with regard to supervising the children in their care because they are deployed highly effectively to maintain extremely safe levels, both indoors and outdoors. Procedures for recruitment and induction are excellent. Robust vetting procedures are established and staff are required to declare any issues which may affect their ongoing suitability. Processes for staff supervision, performance management, training and professional development are highly successful in maintaining the excellent level of care provided.

Comprehensive policies and procedures, including risk assessments, work highly effectively to ensure exceptional care meets children's individual needs and any potential hazards are identified and minimised. The managerial team are experienced and inspiring role models, setting high standards of professionalism for the whole team. This serves to motivate the dedicated staff team to work towards, and sustain ambitious targets. The views of children, parents and staff identify strengths and drive improvement. High expectations are embedded across all areas and consequently outcomes in children's achievements and well-being are outstanding.

Parents play a vital role in the nursery. A Parents Group of three meet regularly with the manager to share parent views. Other parents are aware of this group through the detailed prospectus and information on the parent notice area, giving them opportunities to pass on their ideas and suggestions to take forward to meetings. They are contactable by email and are available during parent evenings which are extremely well attended, providing opportunities for social connections. In discussion with individual parents they feel they can approach at any time and acknowledge their involvement speaking exceptionally highly about the committed, professional and caring attributes of the manager and staff.

Learning and development is purposefully maintained through highly effective planning and meticulous monitoring of children's progress. Activities based on, and including children's ideas enable them to make rapid progress and prepare them well for their next steps, whether this be progression through the nursery or as they move into school.

The nursery works effectively with others, such as, health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. The nursery strives for quality through systematic and inclusive self-evaluation demonstrating a substantial capacity for continuous improvement which is highly beneficial for all children.

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	EY289581
Local authority	Leicestershire
Inspection number	909865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	130
Number of children on roll	129
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	26/10/2011
Telephone number	0116 289 3083

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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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