

Busy Bees Day Nursery at Wandsworth

Dolphin House, Riverside West, Smugglers Way, Wandsworth, London, SW18 1DE

Inspection date	07/08/2013
Previous inspection date	24/07/2012

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

- Children are happy, safe and settled as they have formed close attachments to their key person. All staff members are dedicated to provide quality childcare.
- Outcomes for children are good due to the effective interaction by staff.
- Staff have a strong understanding of their individual responsibilities to ensure children are safeguarded, therefore children's well-being is consistently considered in every aspect of the provision.
- A commitment to establish strong partnership working and good methods for sharing information, means that parents are fully informed and involved in their child's care and learning.

It is not yet outstanding because

- Children have fewer opportunities to extend their imagination and engage in independent role play activities that reflect everyday familiar routines and family life .
- There are fewer opportunities in the environment to show the different languages that the children and their families use.

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 children's play and staff interaction.
- The inspector and manager undertook a joint observation.
- The inspector talked with available staff and held discussions with the management team.
- The inspector looked at documentation, including a representative sample of children's records, staff supervision and suitability records.
- The inspector sought the views of parents.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Busy Bees Day Nursery at Wandsworth registered in 2001. It is one of many nurseries managed by Busy Bees Childcare Limited. The nursery operates from the ground floor of a block of residential flats in the London Borough of Wandsworth. The premises include five play areas, a communal play space and an outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 93 children from six months to five years on roll. The nursery provides full and part time day care and is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff provide support to children who learn English as an additional language and children with special educational needs and/or disabilities.

The nursery opens on weekdays all year round, with the exception of public holidays, from 7.30am to 6pm. The nursery employs 22 staff; 18 of whom hold appropriate qualifications at level 2, 3 and 4. One member of staff has attained Early Years Professional Status.

What the setting needs to do to improve further

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

- develop opportunities for children to engage in imaginative home based role play developing their own first hand experiences

- extend the use of displays and signs to include other languages children are familiar with.

Inspection judgements

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

Staff are very knowledgeable and demonstrate a secure understanding of how children learn. This means children are provided with a wide range of learning opportunities that covers all areas of learning and offers sufficient challenge. Staff meet children's specific needs and their next steps through the planning to ensure an individual approach meets their needs. Succinct and relevant observations are clearly recorded by key persons in a learning development record for each child. These observations link to the areas of learning and contain photographs and examples of the children's work. The learning records are very well presented and maintained and offer a clear overview of each child's

development and progression towards the early learning goals. There are good systems to support children with special educational needs and/or disabilities. Regular summaries highlight areas where a child may need increased support or challenge. As a result, children's progress is closely monitored to ensure they are developing a strong foundation to support their future learning and eventual readiness for school. Staff are fully committed to involve parents at every stage to contribute to children's learning. Parents have regular opportunities to meet with staff to discuss children's progress and share children's achievements at home. There are good systems to make sure parents are fully involved in the progress check for children aged two years.

Staff follow children's interest and provide activities around their ideas and experiences. For instance, children are very inquisitive in the new magnetic staff badges and this sparks lots of discussion about magnets. Staff extend this interest further and provide children with large magnets in order to carry out an 'investigation' to find out what different objects stick to them. Children are given ample time and space to develop their own ideas. Older children relish the opportunity to spread out on the floor, using large sheets of paper to practise their emergent writing skills. They confidently hold pencils and some children are beginning to write recognisable letters and numbers. Children are encouraged to use numbers and recognise numerals in many activities. They use and apply their developing their mathematical knowledge in practical activities as they explore and discuss numbers, measure and capacity. For example, when weighing out ingredients for cooking. Additionally, staff use every day routines well, to bring meaning to children's learning. Such as, helping to count out the right amount of beds ready for sleep time.

Staff effectively promote children's language skills as they talk freely to the children, listen to them and skilfully ask questions during activities to improve learning. For example, during a small group story time staff discuss characters in the books and encourage children to predict outcomes and think what might happen next. Babies receive good attention and are spoken too by calm, sensitive and caring staff. Engaging resources such as, items children have chosen to put in their own special 'chatter box' encourage child to talk about things that are of interest to them. As a result, children are confident communicators. A wide range of books, both fiction and non-fiction, thoughtfully arranged in areas with comfy cushions and rugs, means children have an inviting space to enjoy looking at books together. Staff introduce children to lots of nursery rhymes during different times of the day, which children sing along to with great pleasure. In general children who speak English as an additional language are supported well. Some staff speak additional languages and obtain key words to help children with their communication. The environment contains lots of print to support children's emerging reading development. Traditional songs, posters and signs that are written in the child's home language are few, therefore opportunities to fully embrace the child's home language at the nursery are not fully maximised

Children are eager, active learners as the nursery is welcoming and inviting, offering mainly good quality resources that interest children. Staff in the baby room provide a particularly visually stimulating area to motivate very young children to use their senses to explore. A wide range of creative materials is freely available for children to find their own ways to represent and develop their own ideas. However, the role play areas are not as inspiring and do not consistently capture children's imagination. As a result, there are

fewer opportunities for children to engage in their own make believe play using familiar resources that reflect everyday life. The on-going development of the outdoor learning environment means children have a variety of activities outside in the fresh air. Children enjoy using the mud pits for digging and children have many opportunities to develop their physical skills. They skilfully negotiate space as they ride their bikes and develop coordination skills as they use bats and balls.

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

Children and babies develop a very secure sense of belonging as they develop strong bonds with their key persons. Effective staffing ratios ensure that children are supported well as additional staff are always available, above the minimum requirements. Regular communication with parents helps develop strong partnerships between all those involved in keeping children safe. The nursery requests information from parents prior to children starting in the nursery about care routines, interests and capabilities. This ensures that individual needs are known and respected from the start. Consequently, children settle well and babies are successfully cared for according to their parent's wishes and their individual needs.

Children are happy as they play in both small and large groups. They demonstrate high levels of concentration and persevere in their tasks. Care and consideration is given to the layout of each room to support both mobile and non-mobile children effectively. The nursery has ample space for children to move around in safety and fully explore the resources. Older children learn about keeping safe as they act as 'safety spies' when they help staff to carry out risk assessments. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Children of different ages play together at certain times of the day. Therefore, when the time comes to make the move to their new playroom children are familiar with their new environment. They have also started to form bonds with their new key person which further assists them to settle quickly. This process helps children to feel secure and to make such moves without distress.

Staff promote children's good health well through effective nursery routines and procedures. Children are protected from cross-infection because staff follow good hygiene practices. The baby and toddler rooms implement an 'indoor shoe' policy to ensure the floors where children crawl and play remain clean and germ-free from outside debris. All staff document and understand children's specific health, dietary needs and allergies and consequently promote children's well-being. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the session. Daily 'wake and shake' sessions, movement to music, supports children's understanding of the importance of being active. Children are provided with a healthy and nutritious cooked meal and are developing their independence extremely well as they serve their own food and drinks.

Children's self-esteem is promoted because staff are interested in the children, acknowledge their achievements and give valid praise. Staff promote and role model kind and caring attitudes which results in a calm environment for children to develop firm

relationships. Children understand the need to behave responsibly, use good manners and learn to follow important social skills, such as sharing and taking turns with equipment. As a result they demonstrate good behaviour.

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

Staff work well together as a team in this large nursery. They provide a warm and welcoming environment for children and their parents. High numbers of staff hold a relevant qualification. A programme of training and updating of knowledge and skills is on-going to maintain a high standard of qualified and able staff. Their views are sought to evaluate practice and they work closely with the management team to drive improvement. As a result, the nursery meets the Early Years Foundation Stage safeguarding and welfare requirements to a good standard.

Thorough vetting and recruitment procedures make sure only those suitable to work with children are employed. A dedicated induction for staff and on-going supervision means they are aware of their roles and responsibilities. Staff have a good understanding of child protection and the procedures to follow should they have any concerns about a child or member of staff. Safety of children is of paramount importance. Staff have robust and effective risk assessment systems which make sure all areas and equipment accessed by children on a regular basis are checked. Accidents are monitored and action is taken to minimise any potential hazards. Staff deployment is well organised with the supervision and safety of children its prime purpose. High ratios are maintained at all times in all areas. As a consequence, children are safe and well supervised at all times both inside and outside the nursery.

Staff encourage parents to take an active part in their children's learning and development. Their views are sought and suggestions are implemented. Planning and assessment are monitored to make sure it is consistent, precise and displays an accurate understanding of all children's skills, abilities and progress. Appropriate intervention is sought for individual children or groups of children with identified needs so that all children have the opportunity to learn and develop. Information sharing is effective and this eases children's move to other settings or onto school. Children are well cared for and make good progress in this well organised nursery

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	EY290072
Local authority	Wandsworth
Inspection number	926501
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	99
Number of children on roll	54
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	24/07/2012
Telephone number	0208 8771135

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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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