

Busy Bees Day Nursery at Evesham

Charity Crescent, Four Pools, EVESHAM, Worcs, WR11 2UT

Inspection date	07/10/2013
Previous inspection date	10/04/2013

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

- There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being effectively.
- Children enjoy their time at this safe, welcoming and friendly nursery and make good progress. Staff give children choices about what they would like to do, listen to their contributions and talk to them about their interests.
- Children benefit from warm, affectionate bonds with familiar and trusted staff. This helps children to feel settled and secure within their care and learning environment.

It is not yet outstanding because

- Although, children make good progress overall, practice in the pre-school room is not always consistently strong enough to promote the very highest levels of achievement for children.
- There is scope to further extend ways of supporting parents to review and add to their child's learning record, so that all parents are successfully included in their child's learning and the nursery has a complete picture of the children's overall development.

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 to the manager, deputy manager, childcare staff and children throughout the inspection.
- The inspector observed activities throughout the day and completed a joint observation with the manager.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and a range of other documentation.

Inspector

Tina Smith

Full Report

Information about the setting

Busy Bees Day Nursery at Evesham was registered in 1998. It is part of a chain of 214 nurseries owned by the company across the country. It operates from purpose-built premises on a retail estate on the outskirts of Evesham. The nursery serves the local and surrounding areas. Children have access to enclosed outdoor play areas. The nursery is registered on the Early Years Register.

The nursery employs 26 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or 3. One member of staff has an early years Foundation Degree and one is working towards this qualification. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 110 children on roll. 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 those 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:

- monitor the quality of practice in the pre-school room, to ensure that it consistently promotes the highest levels of achievement for children
- extend ways for parents to review and add to their children's learning record, for example, by making them more accessible to all parents in all rooms.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children are supported to ensure they make good progress in their learning and development taking into account their starting points, how often they attend and the length of time they have been at the nursery. All children can freely access a wide range of activities and equipment both indoors and outdoors. This supports children's interests and helps them to extend their own learning.

The nursery gathers information from parents on induction about their child's interests,

care needs and routines, as well as what they can do at home. This information is used to plan purposeful play around their individual interests. Staff regularly observe where children are in their learning, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Weekly planning covers the seven areas of learning, which helps to ensure progress in both the prime and specific areas of learning. This is also applicable to the planning for children with special educational needs and/or disabilities, which identifies their specific learning and development needs and how these will be supported. For example, through one-to-one interaction with key staff and activities delivered in small groups. As a result, all children are progressing well towards the early learning goals. However, although children make good progress, overall, practice in the pre-school room is not always consistently strong enough to promote the very highest levels of achievement for children.

Each child has a learning record; these contain staff's assessments of the children's learning along with photographic evidence of their achievements, as well as pieces of work. Parents are invited to regularly review and add to them; however, there is room to further extend ways for parents to do this, so that a more complete picture of children's overall development is obtained. The nursery is completing the required 'progress check at age two' for each child and parents are asked to contribute to this.

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. They freely choose toys and resources that reflect their current interest, for example, pre-school children use a selection of construction materials to build a wall. A child proudly announcing 'it's done'. Younger children express their creativity by using buckets of paint and very big bristle brushes. They explore the texture of both the bristles and paint, as they create their big art. A staff member skilfully extends this activity by asking the children about the different colours they made and making links to the colours of the trees and leaves outside. Children learn about mathematics throughout their play, for example, they describe the different size snakes they make from play dough, announcing 'mine's longer'. While playing games they count the marbles and match the different coloured elephants to the number board. Younger children are encouraged to count how many aprons are needed for messy play. All children learn about shape, space and measure as they fill and empty various sized containers with sand and water.

Children's communication and language is well promoted because staff talk to them throughout the day. At circle time children are encouraged to have their say and to discuss what they would like to read and sing. Staff stimulate meaningful conversations by asking questions, such as what do you think. Children confidently stand in front of their peers to sing and do the actions to the song. This promotes the children's confidence and self-esteem, skills which help to prepare them in readiness for school. Children with English as an additional language are well supported. Words in their home languages are sought, displayed and used by staff to ensure that children settle with ease on arrival and that family languages are valued and respected. Children have access to a good selection of books, which they handle correctly and staff read to them throughout the day. For example, a group of very young children confidently climb on a staff member's lap and listen carefully as she uses different voices to tell the story.

Babies are cared for in a separate area and, consequently, they can play safely and sleep peacefully. The room is homely, stimulating and provides the children with lots of opportunities to play with developmentally appropriate toys and resources, which aid their learning and development. For example, very young children giggle with delight as they splash in the water tray and investigate the saucepans hanging on the wall. They make noise using various musical instruments as well as carefully constructing very big towers. They have lots of space to roll and crawl, staff spend one-to-one time with them and effectively support their drive to stand and walk. The children confidently approach their key person for cuddles, support and reassurance. This genuine, warm and responsive reaction raises the babies' confidence and contributes to their overall well-being.

Children's physical development is well promoted. Each room has access to its own well-resourced outdoor area, which contains lots of exciting, challenging and age-appropriate resources. As a result, children are developing a good range of physical skills. For example, young children make marks using big chunky chinks. They think carefully as they balance the guttering so that the water will flow. Older children use a selection of ride-on toys, carefully manoeuvring through the cones they have laid out. Babies safely explore the sensory wall as well as splashing in the water tray. Children are developing a good understanding of the world around them because they have the opportunity to grow and tend to the flowers they plant. Pre-school children learn to show concern for living things because they are encouraged to feed and give water to their pet gerbils.

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

Key aspects of children's well-being are good. The environment is stimulating, well resourced, warm and welcoming. It is planned to meet the needs of children of different ages and so, consequently, their all-round development and emotional well-being is fully supported. The nursery follows good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children are provided with healthy meals and snacks throughout the day. They are prepared by the onsite cook and all dietary requirements are taken into account and addressed. For example, lists of children's allergies are displayed; their food is cooked separately and served on red plates. Children are encouraged to become independent in managing their own personal needs. They wash their own hands and there are visual displays to remind the children how to do it properly. All children benefit from regular fresh air and exercise because they have free-flow to individual outdoor areas, using a range of equipment to promote their physical development. They skilfully climb and balance on the climbing apparatus and carefully throw and catch balls.

Staff give a high priority to keeping children safe. They are well supervised and explore their secure environment freely and with confidence. Children behave well because staff are good role models giving clear guidance as to what is acceptable behaviour, in addition the nursery has a behaviour management policy, which is clearly understood by all staff. Staff use a number of visual prompts, such as timers and 'now and then' cards to support the children's understanding and time management. Children learn songs and rhymes to

reiterate positive practice, such as saying 'please and thank you'. Children are learning about keeping themselves safe as they learn to use equipment safely, staff remind them to pick up toys and not to run fast indoors in case they slip and hurt themselves.

The nursery has a well established and effective key person system, which helps to promote the children's well-being and independence as well as maintaining a regular two-way flow of communication with parents. When children start at the nursery they enjoy several settling in sessions. This enables children to become familiar with their new surroundings and staff, consequently, children settle well, enjoy trying new experiences and happily investigate their play. Children also enjoy several settling-in sessions in their new room before moving. Partnerships with other providers and professionals are effective and information is being shared, consequently, children's learning is complemented and supported in all settings.

Children are well prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Parents are involved in the transition process and can discuss any concerns or queries they may have regarding the move. The nursery has good partnerships with a number of local schools and Reception teachers are invited to visit the children at the nursery so they can observe the children in their own environment. As a result, the transition between nursery and school is a positive experience for the children.

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

Staff have a good understanding of the learning and development requirements. They plan purposeful play around the children's interests and provide challenging next steps for each child; consequently, children make good progress in their learning. Partnerships with parents are good. Their views are sought through daily informal discussions, as well as regular questionnaires. Key persons spend time with parents at the beginning and end of the day discussing their child's needs and achievements and very young children have daily diaries. This two-way flow of communication ensures that parents are kept well informed about their child's daily needs and activities. Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support.

This inspection was brought forward because concerns were raised regarding how children's behaviour is managed within the nursery. The manager is proactive and acts swiftly to overcome any problems. For example, the nursery's behaviour management policy has been revisited and staff have been questioned by the manager on its content and their understanding. In addition, the nursery is considering implementing a separate biting policy. The manager looked carefully at staffing arrangements as well as the supervision of the children and has implemented one-to-one supervision when necessary. The inspection found that the manager and staff are fully aware of their responsibilities and take all the necessary steps to ensure that children's behaviour is managed well.

The arrangements for safeguarding children are good. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. All staff are aware of their roles and responsibilities in protecting the children in their care and are familiar with the signs and symptoms of abuse. Staff regularly discuss safeguarding procedures at team meetings. Recruitment procedures are robust and follow company policies. All staff are checked thoroughly before being employed and complete yearly declaration forms for both criminal records and health to ensure their ongoing suitability to work with children. Appraisals and supervision meetings are used to identify any areas for improvement. Staff are encouraged to extend their knowledge and expertise by attending training. This is delivered both by the local authority and in house by Busy Bees.

The management team are passionate and reflective practitioners who understand the importance of monitoring the educational programme, however, they have not fully monitored the quality of practice in the pre-school room. The nursery welcomes advice from other professionals, including the local authority, and implements changes that are suggested to enhance their practice. Parents interviewed during the inspection express their deep satisfaction with the care their children receive at the nursery and children themselves are happy and content within the familiar environment.

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	205243
Local authority	Worcestershire
Inspection number	934558
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	110
Number of children on roll	110
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	10/04/2013
Telephone number	01386 40157

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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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