

Busy Bees Day Nursery at Walsgrave

University Hospital, Clifford Bridge Road, COVENTRY, CV2 2DX

Inspection date	07/10/2013
Previous inspection date	01/07/2013

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		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- At times, children are not effectively supervised by staff. Consequently, they are not kept safe as they can access areas in the nursery where they are not being supervised. Therefore, children are not fully safeguarded.
- Some staff do not implement the nursery's handling children's behaviour procedures. Consequently, children are not consistently learning how to share, take turns and be kind to one another.
- There is scope to improve opportunities for children to develop their physical skills and become fully independent. With specific reference selecting their own cutlery, serving their own food and pouring their own drinks.

It has the following strengths

- Transitional arrangements when children first start at the nursery and as they move through to new rooms are effective. Staff take into account children's emotional needs and support them well during these times.
- Management and staff warmly welcome children, their parents and visitors into the nursery. The visual environment is stimulating to both adults and children. Therefore, parents are provided with lots of information and children settle well on arrival.

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 activities in all playrooms and the outdoor area.
- The inspector spoke with the management team and staff at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery manager.
- The inspector looked at records of children's learning, the setting's self-evaluation document and a selection of policies and procedures.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Busy Bees at Walsgrave was registered in 2008. It is one of a large chain of private day nurseries owned by Busy Bees Nurseries Limited and operates from a purpose built premises in the grounds of the Coventry University Hospital in the West Midlands. The nursery serves many of the hospital trust employees and a wide catchment area. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm for trust staff and 7.30am until 6pm for members of the public. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 165 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 36 members of childcare staff. The majority of them hold appropriate early years qualifications. One member of staff has Early Years Professional status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children are only able to access areas where staff are fully supervising them
- ensure that all staff consistently implement the nursery's handling children's behaviour policy.

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

- extend opportunities for children to develop their physical skills and become fully independent, by encouraging them to use tools and equipment at mealtimes.

Inspection judgements

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

Staff have suitable knowledge and understanding of how young children develop and learn. They know the children generally well and suitably support them in their learning. Staff are aware of the prime and specific areas of learning and plan accordingly, taking into account children's age and level of development. Staff undertake planned and spontaneous observations of the children's learning. They make assessments about what they need to do next and identify where they may need additional support. Children are then presented with a variety of experiences to help them move onto their next stage in their development. A balance of suitably organised adult-lead and child-initiated activities are provided. Therefore, children are making satisfactory progress in relation to their starting points. Suitable arrangements are in place to encourage parents to share their observations of their children's learning at home, this is done through discussions with staff at the start and end of the day and organised progress meetings. In turn staff provide parents with lots of information about their children's current stage of development. Parents are also effectively helped to become familiar with the Statutory framework for the Early Years Foundation Stage. For example, during initial visits, staff refer to this guidance and displays in the nursery explain the seven areas of learning. Consequently, parents are kept fully informed and able to support their children's learning at home. Staff caring for children with special educational needs and/or disabilities know these children well. They are sensitive towards their individual needs and effective in supporting them and their families.

Children with English as an additional language are suitably supported. In the initial stages of care staff find out words that the children know and use at home. This ensures the staff know what the children are talking about, therefore, helping them to settle and communicate. Children's language skills are suitably enhanced by staff through story telling. For example, children regularly sit in small groups to listen to a story, read to them by a member of staff. Children are given options about which story they would like to listen to. As they listen to the story staff ask them questions that make them think. For example, they ask 'what foods might you take on a picnic'? Children who are less engaged are suitably encouraged to be more involved. This is achieved through staff putting the story book in front of them at their level and directly asking them a question about the story.

Some opportunities are also presented to children to help them become independent. For example, staff encourage the pre-school children to put on and fasten up their own coats. However, at mealtimes the children's physical skills that enable them to become independent are not always fully maximised. For example, at lunchtime their meals are placed in front of them, their cutlery is placed either side of their plate and their drinks are poured for them. Consequently, this hinders children from developing strong self-help skills.

Some younger children participate in stimulating activities that challenge and extend their learning. For example, they participate in playing with play dough on a one to one basis

with a member of staff. Through this activity they are introduced to new vocabulary, they are encouraged to listen to words and repeat them. For example, they learn to say words, such as bump, butterfly and rolling pin. Their learning is further extended by staff introducing songs that relate to the resources they are using. For example, they are encouraged to learn songs about a butterfly. They practice their emerging skills and also learn new skills as the staff demonstrate to them how to use the equipment. For example, they learn how to roll a rolling pin back and forth to flatten their play dough.

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

Children's well-being is not fully safeguarded by the staff. This is because at times they are able to access areas in the nursery where staff are not supervising them. This is a breach of safeguarding and welfare and Childcare Register requirements. Although many measures have been put into place to prevent this happening again, these measures are not being implemented in practice by some staff. Therefore, further action is required.

Children's personal, social and emotional development overall is suitably supported. Some staff effectively implement the nursery's handling children's behaviour procedures. For example, they help the children to share, take turns and be kind to one another. However, this approach to handling children's behaviour is not always consistently applied throughout nursery. Some staff simply tell the children in a gentle manner to 'stop crying' when they are upset, following a squabble over the most popular toys. As a result, children are not always given consistent messages or learning how to behave.

Each child has a key person who works with the children and their families, ensuring their best interests are served. Good arrangements are in place to support children effectively in the transition from home to the nursery and as they move up to new rooms. For example, when children are upset on arrival staff suggest to parents that they bring in a favourite cuddly toy. Therefore, the emotional security of children is maintained. As children move up from one room to another they are supported on visits with familiar staff over a number of weeks. As a result, they build relationships with their peers and their new key person. These developing skills help support children as they move to other providers or onto school.

Most children are happy and confident in their surroundings. They relate well to visitors and cover staff. Children share warm relationships with familiar staff and their peers. Resources are well organised encouraging children to select toys they would like to play with. Therefore, they are making choices for themselves. There is a good variety of resources for all age groups in the indoor and outdoor play areas. Resources that reflect positive images of race, culture and religion are also easily accessed by the children. As a result, they learn about the wider world and differences in our society.

Staff support children generally well in understanding the importance of being healthy and managing their own hygiene needs. For example, during routine visits to the bathroom there is some discussion about why the children need to regularly wash their hands. In the event of an accident involving a child, staff give appropriate first aid and follow the nursery's reporting procedures. The children regularly exercise their bodies and spend

time in the fresh air in the outdoor learning areas. They have opportunities to climb, run, balance on beams of wood and build a pirate ship. A high priority is given to providing healthy, appetising meals and snacks. The meals are thoroughly enjoyed by the children. Some days they have a main meal and a pudding and other days they have a starter and a main meal. This helps the children understand that savoury foods do not have to always be followed by a sweet, enhancing their overall health. Children learn about their own safety as staff explain to them why they must not put their knives in their mouths.

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

Children's safety is adequately promoted in some areas. However, this inspection was brought forward following a notification that a child accessed an area in the nursery where they were not being supervised by staff. Ofsted was immediately informed of this incident by the manager. In addition, Ofsted have also received notification from the manager that a similar incident has since occurred involving two children. Therefore, the nursery is not meeting the safeguarding and welfare requirements, putting children at risk of harm. This also applies to the Childcare Register.

There is adequate capacity for improvements. Management and staff work together to identify the nursery's strengths and identify areas for improvement. The educational programmes are suitably monitored in order to ensure children's learning needs are appropriately addressed. As a result, children are making satisfactory progress. Management at this nursery are extremely concerned about recent incidents and are very keen to ensure practice is improved. A full review of supervision of the children following each of these incidents and a full review of all risk assessments has been completed by management and staff. Action taken by management includes disciplinary action, some staff have been issued with verbal and written warnings. Staff meetings and individual supervision sessions have taken place to ensure staff are clear about their responsibilities in keeping children safe. The nursery's policies and procedures have been reissued to all staff. They are asked to sign to say that they have read and fully understand how to implement these in practice. Regular checks at random times throughout the day are undertaken by the management team to ensure children are being fully supervised. Signs have been placed on all doors reminding staff and parents to close the doors behind them. In addition, some staff who were present at the time of these incidents have resigned. However, despite of all of the above measures, some staff are still failing to implement some of the basic principles to keep children safe. For example, they are not closing doors behind them. Recommendations raised at a very recent inspection have not been fully addressed. Therefore, opportunities for children to learn how to share and be kind to one another and use their physical skills are not fully maximised.

Procedures for recruitment, selection and induction are clear and vetting procedures for staff are robust. Staff are recruited through interview and a thorough induction programme is in place. All adults working directly with the children complete appropriate checks; they are never left alone with children if checks are incomplete. All staff are aware of the reporting procedures they must follow in the event of a concern about a child in their care. They attend training delivered by their local authority advisors to keep their

knowledge up-to-date. Information on the Local Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. This policy and a range of other policies and information for parents are easily accessible.

Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals and other providers in the event of children attending more than one nursery. Children with special educational needs and/or disabilities are fully included in the life of the nursery. Good arrangements are in place to share information with parents about the children's overall care and stage of development. Regular communication through a variety of methods helps them support their children's learning at home. Parents spoken to at the inspection share they are pleased with the service they receive. They share that their children are 'always happy to come to nursery'. Parents especially appreciate the staff's sensitive approach towards their children as they go through changes in their lives, such as when they first start at the nursery or move up to another room.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner with regard to meeting the nursery's policies and procedures (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY422559
Local authority	Coventry
Inspection number	938353
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	165
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	01/07/2013
Telephone number	02476622485

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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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