

# Busy Bears Day Nursery

40 Vicarage Road, Kings Heath, BIRMINGHAM, B14 7RA

## Inspection date

19/09/2013

Previous inspection date

17/11/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

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

- Staff do not accurately record children's names and hours of attendance in the daily register to ensure that children's safety is fully protected.
- Staff do not conduct a base line assessment on children's entry to the nursery. This does not ensure that children are fully supported in their learning to make the best progress possible.
- The strengths and weaknesses of the nursery are not effectively identified as the systems for monitoring and reviewing the quality of teaching and learning are ineffective.
- The self-evaluation process does not include all staff, parents and children and does not act on identified areas where improvements can be made for the benefit of the children.
- The induction for students is not effective in ensuring that they are made aware of their roles and responsibilities.
- Activities are not consistently interesting or challenging to stimulate children's learning as staff do not use appropriate teaching strategies to support children's progress.

### It has the following strengths

- Children's individual dietary needs are met as they enjoy healthy and freshly prepared meals and snacks.

## **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 activities throughout the nursery in both indoor and outdoor areas.
- The inspector conducted a joint observation with the manager of the nursery of children's activities.
- The inspector looked at children's assessment records and planning documentation and other required documentation.
- The inspector spoke to children and staff during the inspection at appropriate times.

## **Inspector**

Lesley Bott

## **Full Report**

### **Information about the setting**

Busy Bears Day Nursery was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Kings Heath, Birmingham. The nursery serves the local area and is accessible to all children. It operates from the ground floor and first floor of a residential house and there is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications, five with level 3, and two with level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

### **What the setting needs to do to improve further**

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

- ensure that initial assessment is accurate and precise, for example, by; obtaining information from parents about their children's starting points on entry
- maintain a daily record of the names of the children being cared for on the premises and their accurate hours of attendance
- develop effective supervision of staff, to provide support, coaching and training in order to ensure staff make accurate assessments of children's development to plan the next steps in their learning, and support them in making good progress towards the early learning goals
- develop the educational programme to provide consistent interesting and challenging experiences by; improving staffs use of effective teaching strategies to promote learning for children at all times.

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

- introduce systems to ensure that students receive a full induction programme to ensure that they know and understand the policies, procedures and roles and responsibilities within the nursery
- build on self-evaluation by extending how the view of parents are included, and identified improvements are acted upon in a timely manner.

**Inspection judgements**

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

Generally, children have an enjoyable time in the nursery. However, the overall quality of teaching is weak as children's learning experiences differ between the rooms. Observation and assessments are not accurately identified and some have conflicting information on the children's individual ages and stages of development. This results in weak practice that is not matched to the children's needs and the skills needed in readiness for school.

Although regular observations have been carried out on some children, no learning stories are in place for over four months as staff state that they have not had access to a printer. This means that parents have not been able to be involved in their child's learning by having opportunity to see or add their views or comments on their child's progress. Planning is in place in some rooms, but others have no written reference to planned

activities. Consequently, they are unable to effectively link observations to children's next steps in their learning. Some children wander aimlessly from one activity to another with little focused support, guidance or extension of learning from staff.

Parents are asked about their child's likes and dislikes and daily routines when they first attend the nursery. This helps staff to identify children's care needs. However, staff do not obtain or record any information about children's abilities when they first start in order to support them fully in making the best progress possible. Staff do however, complete the required progress check at two years on each child, and these are shared with parents. This provides an opportunity for some parents, with children aged two years, to receive information on their child's progress.

Babies are beginning to investigate and explore objects as they make appropriate use of their surroundings. For example, they enjoy the gloop as they get messy experiencing the new textures. However, babies who are beginning to take their first steps in walking do not have appropriate equipment in the nursery to help support and encourage them to stand or walk. Consequently, activities do not always provide sufficient challenge to enable children to make the best progress.

Opportunities for older children to develop effective communication are limited. Staff do not maximise conversation or offer running verbal commentaries to explain what is happening next in the routine of the day. This results in some children not fully understanding what is happening and detaching themselves from some activities. For instance, a child brings a book to a staff member to look at together, the staff member does not acknowledge the child but continues to stare into space. Other staff, although sitting next to the children during activities do not engage in conversation.

Examples of children's work displayed in the rooms reflect their skills in mark making. Some able pre-school children are beginning to identify the letters of their names, linking this to other objects that start with the same letter. This shows older children's awareness of recognising and writing their own names.

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

A key person system is in place, and parents are made aware of who their child's key person is. This small nursery offers flexible settling-in sessions to parents, working closely with parents on the individual needs of their children. As a result, transition from home to nursery is smoothly managed. Children and babies actively seek out the familiar adults for support as they build strong bonds and attachments with staff and their key person. Staff in the baby room get to know the children well and use the message book to help ensure that all staff are aware of any issues with the children. Appropriate transitions are in place as children move throughout the nursery and onto school. Staff allow children to visit their new room before they move permanently. This ensures that they are able to become familiar with their new surroundings and staff. Established links with local schools ensure that children are supported in their transition between nursery and school to ensure it will be a positive experience.

During snack and meal times children enjoy healthy options of fresh fruit and freshly cooked meals. Consideration is given to accommodate specific dietary needs to ensure that children's needs are met. However, some staff do not make the most of snack and meal times to enhance children's personal, social and emotional and language development, such as joining into conversations and making the occasion more sociable. When children go outside, staff without explaining to the children why, will put on their coats and wellingtons. This does not support the children's understanding in why this is important for their health. In addition, school age children are not supported by staff in their understanding of the need to wear the high visibility waistcoat on their walk to school. These are some of the spontaneous learning opportunities that staff do not fully build on with children.

Staff's management of children's behaviour is adequate. A behaviour management policy is in place and children are able to follow simple rules which promote positive behaviour. They learn to share and take turns with equipment and resources and know to tidy toys and resources away. This supports children to remain safe and learn acceptable behaviour, keeping themselves and others safe.

Parents of younger children receive daily written feedback which helps them remain informed of general care practices and activities they have taken part in. Children show an understanding of the importance of regular exercise as they enjoy opportunities to engage in fresh air and physical activities daily. Ongoing risk assessments ensure that any potential hazards are identified and minimised. For example, arrangements have been put in place to prevent the children using the climbing frame due to the slide being broken to ensure their safety.

Opportunities for managing the safety of staff and children in the event of a fire are in place. Fire evacuation drills are carried out by the manager to further develop the staff and children's understanding to begin to learn how to keep themselves safe. As a result, children are beginning to learn how to keep themselves safe in an emergency situation.

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

The educational programme is not delivered effectively. There is too little understanding of the learning and development requirements by staff. The assessment system does not set a clear base line for staff to work from when planning for individual children. Consequently, the provider is not fulfilling their responsibility in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation in overseeing the educational programme. Staff do not always assess the children's development accurately to plan for the next steps in their learning, or consistently use appropriate teaching methods to support learning. For example, a child showing potential in physical development well beyond their years in a learning journal carried out six months ago, does not accurately link to the tracking information carried out last month when they identify them not reaching their actual age. The monitoring of the assessment

and planning carried out by the manager is not sufficiently rigorous to ensure that practice is consistently effective. As a result, all children do not make sufficient progress.

Safeguarding procedures are in place and all staff are clear about their duties and procedures to follow should they have any concerns about a child in their care. However, staff do not keep an accurate record of all the children's hours of attendance to ensure that their welfare is protected at all times. This means that a requirement is not met on the Early Years Register and the compulsory part of the Childcare Register. Adequate recruitment procedures are in place to ensure all staff working with children are suitable to do so. For example, Disclosure and Barring Service checks are obtained for all staff, together with students. However, students working at the nursery do not undergo an induction process to ensure that they are made aware of the nursery's policies and procedures to ensure they have a full understanding of their role.

The manager is fully aware of the importance of liaising with other professionals if children attend other early years settings. Sound links are in place with local schools to ensure that continuity of children's care is in place. Partnerships with parents are acceptable. Staff maintain daily communication with parents and share information about their child's experiences. Parents receive information about policies, and other relevant information through regular newsletters. Parents are requested to contribute to the self-evaluation of the nursery through questionnaires and they have opportunities to make suggestions for improvement. However, although this was carried out earlier in the year, the nursery has still to implement any of the comments made by the parents.

The management team regularly review the provision to identify where changes can be made. For example, they have identified the importance of developing the outside space and creating a 'buggy park' for pushchairs, allowing them more space inside. However, key areas of weakness are not always identified and remedied. All staff have undertaken recent training which forms part of their professional development programme.

### **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:**

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY427346
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	936156
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Busy Bears Day Nursery Ltd
<b>Date of previous inspection</b>	17/11/2011
<b>Telephone number</b>	01214447297

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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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