

# Busy Bees Day Nursery at Crawley

Trade Park Developments, Denvale Trade Park, Haslett Avenue East, Crawley, West Sussex, RH10 1SS

<b>Inspection date</b>	23/10/2013
Previous inspection date	11/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 develop close bonds with the staff and each other. Staff members respond to children well, which enables them to fully support their individual needs and desires.
- Children have good opportunities to develop their independence through daily routines and activities.
- Effective systems for staff induction, appraisals and training support their continuous professional development.
- The nursery environment is clean, bright and welcoming and children access a wide variety of good quality toys and resources. This enables children to create and follow their own ideas and interests.

### It is not yet outstanding because

- Staff do not consistently share children's learning and development profile information with parents, to enable them to keep up to date with their child's learning.
- Staff do not fully use the outdoor area to enhance children's awareness of print or to consistently give children the time they need to respond to questions.

## 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 inspectors took into account the views of the parents that they spoke with on the day of the inspection.
- The inspectors sampled and examined the nurseries policies and procedures, children's records, staff suitability records and other documentation relating to the day care provision.
- The inspectors made observations of staff interactions with children in the inside and outside learning environments.
- Two inspectors completed the inspection.
- The lead inspector undertook a joint observation with the manager.

## Inspector

Helen Penticost and Janet Thouless

## Full Report

### Information about the setting

Busy Bees is part of a chain of nurseries which has 214 nurseries. It opened in 2001 and operates from a purpose built nursery situated in the centre of Crawley. The building is organised into specific areas for the various age groups of children who attend. Children have access to an enclosed outside play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 160 children from the age of three months to five years on roll. The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round. Children can attend a variety of sessions or full day care. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The company employs a qualified manager to be responsible for the day-to-day running of the nursery. In addition, there are 23 staff who work directly with the children, 21 of whom hold recognised early years qualifications.

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

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

- share development information with parents consistently to enable them to be fully involved in their child's learning
  
- develop children's learning outdoors further through the use of labelling and print and giving children time to respond to questions asked by staff.

### Inspection judgements

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

Staff carefully match children with an appropriate key person before they attend the nursery. This provides each child with a consistent key person enabling them to develop close bonds and attachments quickly, which supports them to settle to nursery life with ease. Parents complete an 'All about me' information form about their child's like, dislikes and current levels of attainment. Staff make initial observations of the child first sessions at the nursery and they then use this information to plan effectively for children's next steps in their learning. Staff encourage parents to share their observations of children at home and staff add these to the children's learning journals. However, staff do not share these learning journals consistently with parents. This means they miss some opportunities to fully inform parents about their child's progress. The staff demonstrate a

thorough understanding of the progress check that they must complete for children between the ages of two and three years. This enables them to accurately assess two-year-olds development and provide relevant information to aid their progress.

Children throughout the nursery move around the environment with ease, deciding where they want to play and with what. Babies and young children have good opportunities to develop their physical skills. For instance, they practice their walking skills as they walk up the ramp of the climbing apparatus, across and down the steps at the other side. Children develop a love of books and stories as staff display books effectively enabling children to independently select from the wide variety. Babies and young children sit alone and look at the pictures inside the books and also seek out staff members. They show the staff member they book and they sit down together counting objects in the story. This supports children's communication and language skills, mathematical development and demonstrates that the children feel safe and secure in the care of staff.

Staff fully support children with special education needs or those who are learning English as an additional language. They are passionate about their role in working with other agencies in order to enable children to reach their potential. Staff gain a thorough understanding of children's personalities and they plan for children's needs on a flexible basis. Staff offer simple instructions during daily routines, which enables children to have an understanding of what is happening next. Young children demonstrate delight as they explore natural objects such as leaves. Staff use this opportunity to introduce words such as 'scrunch' and 'squash' as they play. This supports children's sense of touch, while enhancing their understanding of describing words.

Children of all ages thoroughly enjoy being out in the garden. They watch in wonder as they listen to the sounds of the leaves and wind chimes moving in the wind. This supports children's awareness of the world around them and enhances their sense of hearing. Children move their trikes back and forth, reversing up to the fence. Staff occasionally miss opportunities in the outdoor area to extend children's learning. For example, by adding numbers, letters and words to develop children's understanding that print carries meaning and by giving them time to answer questions. Young children become thoroughly engrossed in exploring musical instruments selected from basket. They push, pull, turn and shake a range of instruments and sway to music that is softly playing in the background. Staff seize opportunities such as these to extend children play experiences. For example, they engage children in dancing and they demonstrate actions to the songs. Children join in smiling happily, which supports their creative skills and develops language.

Children show great delight as they take part in creative activities. Young children enjoy painting using a brush and then begin to explore the paint with their hands, following their own interests. Staff note down to offer finger painting for the afternoon activity therefore responding to children needs quickly. Children take part in planned creative activities, such as rolling textured balls through paint to see the patterns left behind. Older children have a wealth of resources to enable them to explore and create masterpieces. For example, they access a variety of adhesive medium and use small match sticks sized pieces of wood to create pictures. Children use their imaginations to create a house using the wood and are able to discuss their ideas, and the colours they are using. These activities enable

them to follow their own learning interests and support their small muscle skills.

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

Children develop and maintain close friendships and bonds with each other and staff. This supports their social skills. Staff encourage children to be considerate to others as they support them in sharing their toys and resources. For instance, they are asked to wait a little while longer for their turn on the bikes and then when children offer to swap, staff encourage them to offer words of thanks. Children develop good friendships with each other and they happily play with or alongside each other. For example, they happily go up and down the slide together and push each other around the garden on the trikes. Children develop a good awareness of their own personal safety and that of others through the positive messages from staff. Staff offer kind and gentle words of praise and encouragement, which supports children's self-esteem and develops good levels of confidence. Babies demonstrate that they feel very secure at the setting, which enhances their sense of belonging and well-being. All of these aspects support children as they move onto the next stage in their learning. For example, as they move to the next age group room or move on to school.

The setting has effective systems for administering medication and dealing with and recording accidents. They require that parents provide them with written permission to give medication to their child. This ensures that children receive the correct dose at the correct time, therefore promoting their well-being. Resources are of good quality and staff store them in clear boxes so all children can identify their contents. This supports children's independence as they are able to self-select and create their own play experiences. The staffing team complete full written risk assessments, which includes daily assessments of each area within the nursery. This enables the children to play in a safe and secure environment. A key fob entry and exit system operates which enables staff to fully maintain the security of the building, as parents collect and drop off children. Children enjoy acting out role play scenarios. For example, they push buggies around the play area, stopping to pick up dolly and placing it in the buggy. Staff remind children not to push buggy up the ramp as may hurt themselves, which supports children's developing children's understanding of safety.

Mealtimes are a sociable and unrushed occasions where staff support the differing age groups effectively. Children chat about their day and staff offer praise to children for eating well. Older toddlers and children attempt to pour their own drinks to support their growing independence. Water bottles are placed on the snack bar and children help themselves throughout their play. Staff offer them gentle reminders that it is good to drink water and they happily do so. Healthy options are discussed with children and when staff engages them on sharing their preferences or what they eat at home. Staff make mealtimes inviting by adding colourful table clothes and a plant on each table. Meals for the day are displayed in reception so parents can see at a glance what their children will eat on that day. A vegetarian alternative for each meal and snack is offered, therefore, including and respecting the needs or preference of all families. All of these aspects

support children's awareness of the need to adopt a healthy lifestyle.

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

This inspection was brought forward as the manager notified Ofsted of an incident regarding the supervision of children. The provider took prompt action in reviewing and updating the safeguarding policy and ensuring that staff account for all children at all times. In addition, the provider has arranged for all staff to refresh their knowledge and understanding of safeguarding children. Staff now rigorously implement the procedures and are fully aware of the importance to do so. They supervise children at all times, which helps to ensure their safety. Staff show a thorough understanding of the procedure that they would follow if they had any concerns about the children or behaviour of members of staff. The manager organises in-house training to support staff's awareness of child protection issues and the procedures that they must follow. Therefore, staff demonstrate a secure knowledge and understanding of the safeguarding and welfare requirements.

Following the last inspection, the manager and her staffing team devised an extremely thorough action plan. They have made very good progress in ensuring consistency throughout the nursery and have addressed the actions and recommendations. They constantly review the action plans for the nursery to ensure that these actions have had a positive impact on children. Parents feed into the evaluation process through the parents' partnership group, which enables them to contribute their views and suggestions. Therefore, the nursery shows a strong capacity towards maintaining continuous improvement and improving the outcomes for the children. The nursery has a very clear recruitment, induction and appraisal system in place. All staff receive annual appraisals, which are supported by supervision sessions. This supports the performance management of the team and enables planning for further training needs. Staff attend regular staff and room meetings, enabling staff to form ideas, discuss practice issues and re-visit policies and procedures.

Staff share a good range of information with parents overall, such as a record of their child's first five sessions at the nursery and home learning sheets. To support the current topic of 'who is special to me' staff ask parents to send in photographs of special people in their children's lives. These are then displayed and staff use these to engage children to share their home experiences. Parents are involved in supporting children's learning at home, such as, looking at nature as they collect acorns, leaves and twigs when taking their child on walk around the park. Children bring items into the nursery with a short summary of the event, which they enjoy sharing this with their friends. Parents receive further information through newsletters, notice board displays, parents' evenings and a parent partnership committee. These factors support the operations of the setting enabling them to develop and maintain a professional relationship with parents.

The nursery has effective systems in place for supporting children who attend another early years setting. Children moving onto school receive support, for example, staff visit the local school to take photographs of key elements around the school. They then use

these to share with children to support their move. The nursery also invites teachers into the setting, which enables the key person to discuss learning and development and any special educational needs. Therefore, children receive good levels of support for their transitions to primary schools.

### **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

<b>Unique reference number</b>	EY224890
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	939114
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	132
<b>Number of children on roll</b>	160
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	11/07/2013
<b>Telephone number</b>	01293 571555

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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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