

Busy Bees at Lytham

H M Land Registry, Wrea Brook Court, Lytham Road, Warton, PRESTON, PR4 1TE

Inspection date	10/10/2013
Previous inspection date	01/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Self-assessment is detailed and thorough, showing input from parents, staff and children. Strengths and weaknesses are effectively identified to ensure improvements from all perspectives are put into place.
- Parents are invited into the setting regularly and encouraged to be involved in the development of their child's learning. This ensures consistency of children's needs and parents are kept informed.
- Children's behaviour is good because staff consistently provide age-appropriate ways to support positive behaviour. As a result, children are confident in the setting and know what behaviour is expected of them.
- Staff have high expectations of what children can achieve. As a result, detailed planning and assessments are in place to develop children's learning.
- Staff plan individualised activities to challenge children appropriately and help them to build on what they can already do.

It is not yet outstanding because

- Provision for children to display their paintings, pictures and models is limited. Consequently, opportunities to promote their self-esteem are missed and children may feel their efforts are not valued.
- A wider range of resources outdoors is needed to further progress children's learning. This includes developing their imagination and creativity.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed practice in all rooms.
- The inspector observed practice outdoors.
- The inspector took into account views of parents.
- The inspector spoke with staff at appropriate times during the day.

Inspector

Kerry Greenall

Full Report

Information about the setting

Busy Bees at Lytham is one of several nurseries registered under the Busy Bees Company. It opened in 2000 and operates from a purpose-built nursery unit located in the grounds of the Land Registry site in Warton, Preston. The nursery operates Monday to Friday 7.30am to 6pm, all year round, excluding Bank Holidays. The holiday play scheme is open during school holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children aged from birth to five years on roll, some in part-time places.

There are 17 members of staff, of whom, two hold childcare qualifications at level 6 and all other staff hold early years qualifications to at least level 2. The nursery provides funded nursery education places for three- and four-year-olds. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- extend opportunities for younger children to access more imaginative resources outdoors to include mark-making and creative experiences

- provide suitable space for the display of children's pictures, paintings and models to show their efforts are valued and to further promote their self-esteem.

Inspection judgements

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

A recent refurbishment of the premises has ensured that children are able to independently access a wide range of purposeful and exciting resources. However, there is scope to provide suitable space for the display of children's pictures, paintings and models to show their efforts are valued and to further promote their self-esteem. A good selection of natural resources is provided that allows young children to begin learning through their senses and exploring objects using their mouth. Lots of action words are printed around each room. These include 'hold', 'press', 'explore' and 'push', including describing words, such as 'prickly', 'hard' or 'bumpy'. This encourages staff and children to use these words in play, focusing on what they feel and see. As a result, further understanding of the

senses is developed and children's vocabulary is increased.

Sand and water are continuously available for all ages either indoors or outdoors. Babies can access a sand tray that they are able to walk into and explore with their whole bodies using the tools provided. This allows children to make marks and enjoy transferring sand from one area to another. For older children, staff introduce numbers to their sand and water play to engage children in number recognition. Staff encourage children to find numbers in the sand pit to extend knowledge of quantity and build their understanding of adding and subtracting. For example, a staff member asks a child to find the number three, before asking them to collect three items from the sand. Children are learning to recognise numbers and make comparisons between quantities, extending their knowledge within mathematics.

Activities provided are purposeful with good levels of challenge across all ages and all areas of learning. Activities reflect children's interests to extend their learning through what they enjoy doing. This extends children's confidence in what they can already do and allow for appropriate experiences. This is evident with children in the pre-school room as staff use literacy and numeracy flash cards within their play. This encourages the use of phonics with letter and number recognition. Staff monitor closely which cards the children can confidently recognise and gradually introduce more challenging letters and numbers that are less familiar. Children respond well to the activity with staff explaining that progress in literacy and numeracy has significantly increased. Through assessment, children are better prepared for school and can recognise many more letters and numbers.

Children carry out a number of creative activities throughout the day, which are monitored closely by staff, who also help to enhance their learning. Communication is of high priority with all ages as staff use very good questioning techniques to encourage children's understanding. A strong emphasis is placed on problem-solving and talking through what children are doing to allow for open-ended questions. Children are generally working within the typical range of development for their age with some children exceeding in communication, language and literacy.

Staff have high expectations of what children can achieve and build on what they can already do. Parents are heavily involved in their children's learning, being invited in to attend parents' evenings, special events and parenting groups. Parents are invited to support each other and share advice, including experiences of breast feeding and supporting children through different development stages. Staff feel strongly about these meetings and support all ideas that can have a positive effect on the children in their care.

Children make wide use of the outdoor area with excellent equipment available to promote physical development. Staff support children to develop physical skills, such as being able to balance, swing, jump and climb confidently as they gain appropriate understanding of risk taking. However, there is scope to improve the use of the outdoors for younger children through exploration of creative activities.

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

Children learn to be independent as they wash their own hands before and after meals. Older children are invited to pour their own drinks and collect their own cutlery at mealtimes. This helps encourage children to express their own needs and preferences while building confidence in their own ability. Children are provided with a good range of exciting foods that allow healthy, nutritious options for all ages. The children and staff discuss healthy options as they eat. For example, children enjoy a meal of lentil curry, rice and naan bread. Children show interest in how naan bread is made, which prompts staff to respond with interesting explanations. As a result, children request to make bread one day, which staff agree is a good idea.

Staff use a scale to monitor children's well-being and think of innovative ways to ensure children feel secure and confident in their surroundings. This includes individual transition plans, excellent relationships with key persons and strong links with parents. This ensures children feel valued and self-assured while in the setting. Staff understand their roles as a key person and know the children very well. As a result, staff are able to plan individual activities for their key children and are committed to ensuring they provide high quality meaningful experiences. These experiences enable children to build positive relationships with key people and develop social skills with other children. For example, staff encourage children to play together and learn skills in sharing, taking turns and helping others. Children are also encouraged to learn to care for others and will often join with other age groups in the morning and evening.

Babies have access to two rooms, which can both be used as playrooms but one is also used as a sleep room. A cosy chair is available for staff to feed young babies. This allows for focused one-to-one time and physical comfort from adults, so children are able to build secure bonds and attachments. Children's care needs are very well provided for with cosy areas in all rooms for rest and relaxation. Nappy changing is carried out as part of the children's routines but also as needed, meaning children have personal care routines, especially in the younger ages. Children have daily books where staff can record personal care routines, which are then shared with parents. This ensures communication between staff and parents and allows discussions to take place regarding the children or the setting. Children's behaviour is good because staff consistently provide age-appropriate ways to support positive behaviour. This includes developing children's understanding of sharing, being considerate towards each other and playing safely. The supportive staff and positive behaviour allows children to learn in a calm, organised and relaxed environment.

Parents are invited into the setting regularly and encouraged to be involved in their child's settling-in and well-being. Parents recently attended a 'Father's Day breakfast' to help celebrate the occasion and allow children to build their identity within the setting.

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

Leadership and management of the setting is good. The manager has a clear vision of how to best support the children and families, who attend the setting with the care of a very knowledgeable team. The management team have a strong focus on children's learning and monitor their development very closely through regular contact with room

leaders. This means that members of the management team have a thorough understanding of children's development and when interventions may be required to support children's learning.

Staff supervisions are specific and highlight any personal issues, training or development needs. This ensures staff are happy, well informed and knowledgeable to provide the best possible care for children. The manager has support from the setting's chain of early years advisors, who carry out regular quality audits. These audits provide detailed information about children's progression focusing on cohorts of children and how they develop within groups, such as boys and girls. This information helps the setting proactively plan and manage activities to suit children's needs while still maintaining individual support.

Staff deployment is good. On occasion within the morning routine, senior staff work between rooms to monitor children's arrival and settling-in. Staff to child ratios are maintained as staff are within sight and hearing of children. This ensures all children are safe and their needs are being met according their stage of development.

Self-assessment is detailed and thorough, showing evidence of parents, staff and child input. As a result, the setting has a clear overview of all opinions and ideas for progression within the setting. Staff help children to complete a 'child voice' questionnaire asking about their experiences in the setting. As a result, children are able to have their say to help improve the setting and ensure resources reflect what they enjoy doing. Results of the child voice showed children were unsure of whether they can chose their own activities. This encouraged staff to now allow free table space, so children can fill it with what they want to do.

The setting promotes an open door policy, which means that parents are warmly welcomed as the management team are committed to working in partnership with parents. This ensures parents feel they can speak to staff about all aspects of their child's learning. Staff have inspiring relationships with parents that have developed over time and these relationships are maintained as children later attend holiday clubs. Parents speak highly of staff, including their commitment to their role and understanding of their child's development. This allows parents to feel confident in their child's progression and the high quality of teaching.

All staff attend specialised safeguarding training and receive regular updates in staff meetings. As a result, staff work to the same procedures and are aware of any behaviour changes or new children in all rooms. This ensures staff are well informed and confident to highlight any areas of concern. Safeguarding is of high priority with staff being inducted to understand the importance of safety and child protection within the first few weeks of employment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	309865
Local authority	Lancashire
Inspection number	934554
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	52
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	01/06/2011
Telephone number	01772 836 883

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Type of provision

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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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