

# Busy Bees Day Nursery at Wakefield

Red Hall Court, Paragon Business Village, WAKEFIELD, West Yorkshire, WF1 2UN

<b>Inspection date</b>	25/10/2013
Previous inspection date	24/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Children make rapid progress in their learning because educational programmes ensure they can follow their interests, and provide them with challenges that help them to attain the next steps in their development.
- Tracking of children is rigorous. This means children's progress towards the early learning goals is closely monitored and any gaps in learning are targeted. As a result, early intervention is timely and effective.
- Children are given excellent support during transitions because practitioners have a very good understanding of their need for extra emotional support during periods of change.
- An effective programme of professional development ensures practitioners are improving their skills. This means they can support children in making strong progress towards the early learning goals.

### It is not yet outstanding because

- Children's understanding of risk is not always fully promoted, because on occasions, practitioners do not use opportunities to share safety strategies with them.
- Not all parents access the wealth of information on offer to them because the nursery does not find out about their preferred method of communication.

## **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 observed activities in the main playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the setting's own evaluations.

## **Inspector**

Nicola Dickinson

## Full Report

### Information about the setting

Busy Bees Nursery was registered in 2004 and is on the Early Years Register. It operates from a building on the Paragon Business Park, close to Wakefield City Centre. It is part of a group of nurseries managed by Busy Bees. The nursery serves the surrounding area and is accessible to all children. Children are accommodated in 4 areas with access to enclosed outdoor play areas.

The nursery employs 24 members of childcare staff all of whom hold an appropriate childcare qualification. Of these, all hold appropriate early years qualifications at level 2 and above. The manager has a qualification at level 6.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.15pm. Children attend for a variety of sessions. There are currently 104 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-years-old children. It supports a number of children with special educational needs and/or disabilities, and children who speak English as an additional language.

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

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

- enhance communications with parents by finding out their preferred method of communication, therefore, ensuring they are kept up-to-date with the wealth of information available to them
- extend children's growing understanding of how to keep themselves safe by taking advantage of opportunities during play to share with them the strategies that practitioners use to keep them safe.

### Inspection judgements

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

Busy Bees Nursery is welcoming and lively. The areas used by children in each age group are planned effectively to give them space to explore, and to promote their well-being. This means they have access to a wide variety of resources that promote their learning, and they can also access quiet areas where they can rest and relax. For example, babies

enjoy looking at themselves in mirrors and investigating the sounds of musical instruments. They also have large comfortable areas where they can lay on soft cushions and snuggle up in cosy blankets. Trips to places of interest, such as the local farm, enhance children's learning experiences and help them to understand the community they live in.

Children who attend the nursery make strong progress in their learning because they are supported by enthusiastic practitioners who have high expectations of each child. Practitioners understand how high quality teaching promotes children's progress and as a result, children enjoy a wide variety of interesting topics and activities. Effective teaching promotes their critical thinking skills by challenging their thinking and helping them to share their ideas. For example, during story time, preschool children are encouraged to tell the story of 'The Little Red Hen' themselves by following the clues given to them. By extending the story into role play, the practitioner helps them to make connections between the different areas of their learning. Parents are included in children's learning through activities they can complete with them, such as making the bread from the story at home. The youngest children's curiosity is sparked by a range of sensory experiences that capture their interest, such as exploring the feel of wet mud in the outdoor area, or investigating the sensations caused by cold finger paints as they squeeze them through their fingers.

The nursery demonstrates a very strong commitment to involving parents in children's learning. This is highlighted by some parents as an outstanding aspect of the provision. It has an 'open door' policy and parents are welcomed into the nursery to work with their children at any time. The nursery holds regular open days at weekends so that parents who work Monday to Friday, can enjoy the nursery and experience their children's learning environment. Through a variety of media, including a website, newsletters and text messaging, the nursery keeps parents informed about their children's activities and progress.

Detailed information about children's starting points, and their interests, is obtained from their parents. This is regularly updated through discussions with parents. Babies have a daily diary where parents can share information and achievements, such as children taking their first steps. Parents are encouraged to complete observations at home and this ensures children's learning experiences are shared. Individual 'learning journeys' provide a comprehensive record of children's interests and skills. This means practitioners have a thorough understanding of each child's needs and therefore, they can develop individual learning plans that are tailored to target the needs of each child. As a result, children are provided with adult-led activities that help them to extend their skills. For example, they participate in weekly song and dance sessions that test their physical skills and promote their creativity. Some practitioners are highly skilled in using props and sign language to promote children's language development. They use objects, stories and songs to support children's understanding. This ensures children who speak English as an additional language, make good progress in their development of English. The nursery also seeks support from other professionals including teachers for the deaf, to promote learning for children who have difficulty communicating through spoken language. As a result, children who enter the nursery below the expected targets for their age, are making good progress from the starting points.

Assessments show that all children are achieving well from their starting points, across all areas of learning. The required progress check at age two has been completed for all children and shared with all relevant partners. The nursery is part of the Busy Bees group of nurseries, which has a dedicated childcare and curriculum manager who oversees the educational programmes provided. Monitoring is robust, therefore, ensuring children's continuing progress towards the early learning goals is supported. Practitioners have a detailed understanding of where each child is in their development and they are fully committed to helping children achieve the targets set for them. This means children are provided with a wide range of educational programmes that enhance their learning. Children enjoy sessions of adult-led learning, and together with child-initiated play, experience a very good balance of child-led and adult-led education, because they have a variety of purposeful and developmentally appropriate activities and resources available to them.

The nursery places a strong emphasis on developing partnerships with other providers. The support they offer children during transition, such as visits to the nursery by school teachers, means children are self-assured and well-prepared when they move on to the next stage in their learning. Areas used by the older children begin to reflect the school setting with more focus on structured adult-led activities, for example, small group time, early literacy and mathematics. Detailed assessments, shared to support transition, ensure information about children's learning is comprehensive and accurate.

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

Children's safety is given high priority. Practitioners are attentive at all times ensuring children are well-supervised and kept safe without restricting their independent investigations. Practitioners teach older children to risk assess for themselves. For example, they are taught to use small tools, such as scissors, safely. They develop spatial awareness and are encouraged to consider the needs of others while using ride on toys during outdoor play. As a result, they are developing some understanding of how to keep themselves and others safe. On occasions, practitioners miss opportunities to promote safety with younger children. For example, they dry wet slides to prevent them being too slippery but do not explain to the children why they are drying them. This means their understanding of risk and how to keep themselves safe is not fully promoted. Children are encouraged to share and be kind to each other. Clear, age-appropriate explanations help them to develop their understanding of right and wrong and as a result, children in the nursery behave well.

When children enter the nursery they are offered high levels of support by a dedicated key person. They enjoy short settling-in sessions with their parents and this ensures they have some continuity in their care. The very effective key person system is implemented by practitioners who have a clear understanding of how robust relationships promote children's well-being. This ensures children develop secure attachments early in their care and receive consistently high levels of support. When children move rooms they are supported by their key person and this ensures they settle into new routines easily.

Comments made by parents such as, 'They are very good at tailoring care to meet the children's needs', and 'It's a nice, happy environment', demonstrate the nursery's success in promoting children's wellbeing. Older children in the nursery demonstrate they are confident and self-assured, and they are keen to include visitors in their learning experiences. Preparations to get children ready for transition into school are well-organised. Nursery routines, such as mealtimes, familiarise them with the routines they will experience in school. Early Years Foundation Stage teachers from a number of schools visit the nursery to meet them. As a result, they are well-prepared when the time comes for them to move on because they have support from familiar adults when they enter the school setting.

Each area in the nursery provides free access to the outdoor environment. Dry suits and boots are provided for the youngest children and this means they can enjoy outdoor play and learning in all weathers. They demonstrate how much they enjoy their play as they laugh and squeal while splashing in puddles. The outdoor area provides a range of different experiences that promote children's independent explorations, including mud, water play and climbing equipment. They explore growth, decay and change by gardening and investigating how the natural world changes with the seasons. The youngest children enjoy their play in a separate area where they can interact with older children, while being kept safe.

Children enjoy an excellent range of healthy meals and snacks prepared by the nursery cooks, often using ingredients children have grown themselves. Menus are shared with parents and they can contribute to them by making suggestions. Vegetarian options are provided for main meals to give children choice. Mealtimes are a social occasion and practitioners use the opportunity to engage children in conversations about their learning at home. Discussions at mealtimes also help children to understand how making healthy choices promotes their overall health and well-being. Children learn personal hygiene through everyday routines and this helps them to be independent in attending to their self-care when they move onto school.

Children develop their understanding of equality and diversity through a wide range of activities. They taste foods from around the world, participate in role play and enjoy activities in the community, such as charity events. Through effective teaching children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school. Children are developing their knowledge that everyone is different and are learning to tolerate each other's differences. This is demonstrated through the strong relationships they have both with staff and their peers.

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

Rigorous recruitment and induction procedures are in place to ensure practitioners are suitable to work with children. Security is strict. Entry to the nursery is by a buzzer and security measures are adhered to at all times. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place. Staff ratios are carefully monitored and this ensures children are well-supervised at all

times. Detailed risk assessments are in place to ensure children are kept safe both on the premises and during trips. Practitioners in the nursery have a thorough understanding of child protection issues and children's safety is given high priority. They have all attended safeguarding training, and senior practitioners have completed advanced safeguarding training, to develop their knowledge of how to keep children safe. There are clear lines of accountability and practitioners are vigilant. They demonstrate a comprehensive understanding of their responsibilities for keeping children safe at all times. Detailed records of accidents and incidents are completed, and occurrences are monitored to identify any areas of the nursery that might need improvement. There are 22 members of staff who hold a current first aid certificate, which means that they can give suitable treatment if there is an accident to a child.

The management team continually evaluates the service it provides and is fully committed to driving improvement and raising the standards of the nursery provision. They work in partnership with other nurseries in the Busy Bees group and are keen to share strong practice with other providers. Effective monitoring facilitates a detailed assessment of strengths and weaknesses. This ensures overall, areas for improvement are identified and timely action is taken to address any weaknesses. For example, the nursery has worked very hard to develop partnerships with schools to ensure children's transitions are supported. To ensure high standards are maintained, all users of the nursery, and practitioners, are involved in evaluating the provision. The manager supports parents' understanding of the nursery's practice by providing copies of the policies and procedures and mostly they demonstrate a thorough knowledge of the service provided. The nursery takes into account that parents they work in partnership with, often have very busy lives, so their views are sought in a variety of different ways, including questionnaires and daily discussions. However, some parents do not feel that they are kept fully involved because the nursery does not ask them about their preferred method of communication. This means they are not aware of all the information available to them.

The management team has a comprehensive knowledge of the learning and development requirements. Planned learning is evaluated by the nursery manager and the childcare and curriculum manager, to ensure children's experiences consistently offer them challenge. This ensures they maintain good progress across all areas of learning and development. Ongoing mentoring of staff means training programmes are targeted to tackle any underperformance, and improve the ability of practitioners who already have effective teaching skills.

## 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>	EY292282
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	936392
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	112
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	24/06/2013
<b>Telephone number</b>	01924 375505

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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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