

Busy Bees at Cheltenham

Corinth House, Bath Road, Cheltenham, Gloucestershire, GL53 7SL

Inspection date	24/10/2013
Previous inspection date	11/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a good knowledge of how children learn and develop and use children's interests to plan enjoyable learning experiences.
- An effective key person system is in place and staff work closely with parents so that children settle in quickly and make good progress in their learning and development.
- Children develop positive and confident attitudes to learning due to their secure relationships with interested staff who show they value the children.
- Management use effective systems to review their performance in order to monitor the quality of provision and drive forward improvement.

It is not yet outstanding because

- Some routines and deployment of staff mean that on occasions children's play and learning is interrupted.
- Staff do not use the outdoor area as well as they might, to extend children's learning.

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 the children indoors and outdoors.
- The inspector talked with parents.
- The inspector talked with staff and management.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation relating to children's learning and development, and to the safeguarding and welfare requirements.

Inspector

Catherine Clarke

Full Report

Information about the setting

Busy Bees at Cheltenham registered under the current management in 2010 as a division of Busy Bees Company. The nursery is situated in the Bath Road area of Cheltenham in Gloucestershire and operates from a converted building. The premises are organised over two floors with the three main group rooms on the ground floor. Children have access to two enclosed areas at the side and rear of the premises for their outdoor play. The nursery is open each weekday from 7.30am to 6pm, except for bank holidays.

The nursery is registered on the Early Years Register. There are currently 83 children on roll aged from three months to under five years on a full and part-time basis. The nursery currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 14 members of staff working with the children, and of these, 11 hold appropriate early years qualifications and one is working toward such a qualification. The manager has Early Years Professional Status and two have a qualification at level 5. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- review meal and snack time routines so that children have time to complete activities they are engaged in

- improve children's opportunities to learn when outdoors.

Inspection judgements

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

Staff enable children to make good progress in their learning. Staff support children with special educational needs and/or disabilities and children who are learning English as an additional language particularly well. This is because staff are knowledgeable about how children learn and their role in encouraging this. Key persons use information from parents and their own observations to make accurate assessments of children's learning and development. From these they plan suitably challenging, stimulating and engaging activities that build on children's interests. Key persons work closely with parents to review children's progress so that they identify quickly areas where children would benefit from additional support and can plan for these.

Overall, the quality of teaching is good and some practice is excellent. Staff make good judgments about when children need time to play and explore independently or with other children. They intervene skilfully to extend children's learning. Staff talk with children about how they are using their hands to paint and make marks on the easel. They gently paint children's palms hands so they can do more. Staff communicate very effectively, tuning into babies' vocalisations, facial expressions and body language. They checking what children want to do and extend their language and thinking as they talk about what they are doing. Consequently, children become active and interested learners.

Children develop confidence and self-esteem as staff listen attentively to what children want to say. Staff join children in their play, they praise children's efforts and achievements and show interest in what they are doing. They know when children will benefit from additional motivation such as through the use of stickers. These interactions motivate children and support them to persist and to find different ways to do things. Children learn about making friends as they play alongside each other and wait for their turn. Staff use opportunities such as snack and mealtimes very effectively to promote language and communication as they talk with children about what they have been doing at nursery and home. They promote children's social skills as they thank children and politely ask them what they would like to eat. They notice and praise children when they help others.

Children develop early literacy skills as they listen to stories, look for their names in self-registration, talk about the initial sounds of their names and use the computer to make name labels. They describe the different sounds they listened to when they were outside, and can give examples of loud and quiet sounds, and long and short sounds that they heard. Staff plan purposeful opportunities to support children's maths development, such as sorting out cutlery for all the children at their table and learning about triangles as they make bunting. Children learn about numbers as they count blocks with staff in their play. Staff use effective questioning and action songs which help children to think about how to carry out simple maths problems involving subtraction. Children develop their physical skills outdoors where they benefit from age appropriate equipment. They set themselves challenges such as balancing on the low beams and tyres. Younger children learn to push along tricycles and older children learn to pedal them. They learn about the properties of sand and they dig and fill buckets and press moulds into it. Children are interested in their environment, finding acorns and talking about squirrels that come to their garden.

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

Children develop strong attachments with staff, and their key persons in particular, which provide a secure base for their developing independence and learning. This is due to a very effective key person system that ensures that children settle in quickly and well. Key persons find out about children's needs, interests and routines with parents before children start, discussing options for settling in children. This recognises the individuality of each child needs. This enables them to provide consistency with home and to plan for children's interests. Key persons monitor the settling in period closely. During the child's

time in the nursery, key persons use formal and informal opportunities to discuss children's learning and well-being with parents, and use diaries for the babies.

Children develop confidence and independence as staff give them choices about what they would like to do and help them to learn to put their shoes on. They ask children to find their coats and listen and respond to what children want to say as they get ready. Children develop social skills as staff provide positive role models. Staff use effective and age appropriate strategies to promote positive behaviours, such as calmly and gently remind children about appropriate behaviours. They use distraction with younger children and explain clearly to help younger children and babies understand what it is not appropriate. They provide stimulating and purposeful activities and opportunities that mean that children do not become bored. Staff are sensitive to when children are tired, and settle them to sleep or find a quieter activity. Staff have a clear understanding of nappy changing procedures. Nappy changing charts are used to ensure children have a minimum number of checks and these are recorded. Staff recognise children may need changes outside these times and do so, ensuring that children's care needs are fully met.

Children learn about healthy lifestyles as they enjoy healthy snacks and meals, which are prepared by the nursery staff. Staff plan activities around healthy eating. They talk with children about the healthy foods they are eating explaining how it helps them grow strong. Children know that they need to wash their hands before eating and after they use the toilet as staff remind them and talk with them about germs. Children enjoy playing outside and staff make sure that they have plenty of opportunities during the day. The outdoor play areas are well organised and resourced so that children learn to manage risks safely under adult supervision. However, the layout of the outdoor area means that staff need to focus on supervision and as a result are sometimes not fully able to use opportunities to extend children's learning.

Pre-school routines and the activities are structured well to support children to prepare for the move to school. However, the organisation of meal and snack times in some rooms does not always give children time to complete the activity they are involved in.

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

Management have a very clear understanding of their responsibilities in meeting the requirements of the statutory Framework for the Early Years Foundation Stage. Robust policies and procedures for safeguarding are in place and implemented by staff. The Busy Bees national support team reviews these regularly.

Suitably comprehensive recruitment procedures mean that suitably qualified and experienced staff are appointed. Staff do not have unsupervised contact with children until appropriate checks are completed. Induction procedures are thorough to ensure that staff understand policies and procedures, including the use of more experienced staff as mentors. Staff access training in safeguarding, behaviour management, special educational needs, paediatric first aid and food hygiene as relevant to their role. Effective

risk assessments are in place. Staff carry out daily safety checks of the indoor and outdoor areas. Required accident and incident forms are completed by staff and provide useful information for parents about their children.

Management use effective systems to monitor the breadth and quality of the curriculum. This includes the tracking and analysis of children's progress so that children make good progress. Staff performance is monitored and supported through a programme of observations of practice, annual appraisals and regular supervision. The provider is proactive about staff development, recognising the benefits to children's learning and development and well-being; staff have good access to relevant professional development opportunities offered in-house by the Busy Bees National Support Team and within the local authority.

Staff make accurate assessments of children's learning and development which enable them to identify where children would benefit from the support of other professionals. They work closely with other providers and childminders to provide consistency of care between settings. Management have good systems in place for the review of provision. This includes feedback from previous inspections, the local authority early years consultants' visits, the views of parents and audits of practice. They use this information well to identify pertinent priorities for further improvement and put in place actions to address these. All recommendations from the previous inspection have been fully implemented, resulting in improved observation, assessment and planning, stronger key persons systems and more effective ways of working with parents. These changes have improved the progress that children make during their time at nursery and support children's confidence and positive self-esteem.

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	EY420522
Local authority	Gloucestershire
Inspection number	939925
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	83
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	11/05/2011
Telephone number	01242230999

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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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