

Busy Bees Day Nursery at Solihull

Blythe Gate, Blythe Valley Park, Shirley, Solihull, West Midlands, B90 8AF

Inspection date	19/11/2013
Previous inspection date	07/05/2009

The quality and standards of the early years provision	This inspection:	
	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 make very good progress as a result of well planned, exciting activities and learning opportunities through which they are challenged and stimulated.
- Staff have a thorough understanding of the effective safeguarding policies and procedures and are vigilant in their implementation of these so that children are safe.
- Children's health and well-being is given the utmost priority by caring staff. The promotion of healthy eating and lifestyles is excellent and children enjoy the carefully planned, nutritious meals cooked by the nursery chef.
- The management team ensures that all aspects of the provision are monitored very effectively and high standards in staff practice are maintained through targeted training.
- Self-evaluation processes are very effective, which means that there is continuous improvement in the provision. Good partnerships with parents, other professionals and early years providers mean that children are very well supported.

It is not yet outstanding because

- More frequent reviews of younger children's progress would be beneficial, to enable staff to rapidly identify and address any gaps in 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 activities in the five playrooms and the outdoor play areas, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Busy Bees Day Nursery at Solihull has been open since 2001 and has been operating as Busy Bees since 2008. It is registered on the Early Years Register and operates from a single storey, purpose built building on the Blythe Valley Business Park in Solihull. There is a communal play area that links the five base rooms together. Children attend for a variety of sessions and come from a wide catchment area as the nursery is close to a motorway junction. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff, all but one, hold appropriate early years qualification at levels 2 to 5. There are currently 113 children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- consider reviewing younger children's progress more regularly to ensure that any gaps in learning are addressed more quickly.

Inspection judgements

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

Staff observe and record children's interests during their play and plan effectively according to these. They adapt planning based on their observations of children during the week, so that they build on their learning. Staff obtain initial and ongoing information from parents about what children know and can do, which they use alongside their own assessments as a starting point, from which to measure children's progress. Children are assessed throughout the year, so that their key person identifies and plans the next steps in their learning. However, progress reviews are only carried out twice yearly, which may not be frequent enough for staff to quickly identify and address any specific gaps in learning, especially for younger children who develop more rapidly. Parents are very well-informed about their children's progress and are actively involved in their learning both in the nursery and at home. Staff encourage them to share information about children, which is added to their progress records. This means they work closely with staff to support their children's learning and development.

Different ages of children are cared for in five base rooms, which are all very colourful and welcoming. Staff organise the easily accessible toys and resources to give children free choice and independence in their selection of these, so that they lead their play and follow their interests. Babies are encouraged to stand and walk when they are ready, as staff provide them with walkers, hold their hands to steady them and put their favourite toys just out of reach. This encourages them to pull themselves up on the low furniture and stretch to get the toy. Younger toddlers enjoy playing in the sand and water and show curiosity about objects. A child looks underneath the transparent water tray to see the colourful, floating objects from another angle. Another child discovers that they need to hold a sand-filled funnel carefully and only tip it up when it is over the beaker they want to pour the sand into. Staff talk to children about their play and question them skilfully, so that they are challenged in their thinking.

Pre-school children are very engaged in making play dough. They know from their exploration of the textures that they need to add more flour when it gets too sticky. Staff show them how to make a hole in the dough to pour the water in and explain that this is so it does not spill onto the floor. She asks children how the flour feels as it trickles onto their hands and they choose the colours for their dough. One child says they want to make theirs 'multi-coloured.' Children's language and communication skills are developed well throughout their activities, as staff encourage them to chat about what they bake at home or other experiences children enjoy sharing. Teaching is consistently good throughout the nursery because staff have a thorough understanding of how children play and learn. All children are very well-prepared for school and for the next stage in their learning, as they become used to routines and thinking for themselves as they engage in well-planned, interesting activities. Staff use every opportunity to teach children to count and solve practical problems, as pre-school children work out how many plates they need for the number of children present. They make marks and practise early reading and writing skills and develop their use of technology very effectively through their use of computers and push button toys. Children develop their physical skills very well on the climbing equipment outdoors and on their many walks around the local fields. They collect and learn about natural objects and develop their own learning styles in the outdoor areas, as they dig, grow plants and make use of a wide range of exciting resources. Children for whom English is an additional language are well-supported, as staff use basic words and labelling in their home languages and children's cultures are celebrated. Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and other professionals, such as the Specialist Inclusion Support Service and the community nurse. Staff undertake specialist training when necessary, so that all children are included in the nursery activities and make good progress.

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

Children are very happy and emotionally secure in the welcoming, family environment of the nursery. They form close bonds with their key person, who gets to know children and their families well, so that they share information each day about children's well being and needs. Parents say they are confident to leave their children at the nursery, as they know they are safe and well cared for. They work with staff on children's development, such as potty and toilet training, so that children feel secure and have consistency of care. The

caring staff comfort children when they are upset, as they sit them on their laps for a cuddle, read them stories or show babies the colourful objects hanging from the ceiling.

The chef prepares nutritious, well-balanced meals especially for young children. Staff teach children about healthy food and share menus and recipes with parents, so that they are involved in the drive for healthy eating. Children choose different fruits, croissants, milk or water at snack time and have fresh air and exercise each day. All children's dietary requirements are known to staff, so that their health is well protected. Children learn to be independent, as they pour their own drinks, serve themselves at mealtimes and manage their self-care routines well.

Staff teach children to keep themselves safe on the roads and children manage risks safely on their walks and through their use of the large outdoor equipment. Behaviour is good, as staff set clear boundaries. There are good relationships between children and staff and children happily share the toys and work very well together to tidy up. Moves to new rooms and transitions to school are managed very smoothly. Children eat together in the large shared space and sometimes mix at other times, which means they are already familiar with staff and children outside their own rooms. Staff share information about children's progress with the new key person, so that their needs are met and children settle in their own time. Teachers from local schools are invited to visit children at the nursery.

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

Staff are well trained in their understanding of the policies and practice to safeguard children and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They all attend regular training to update their knowledge and know how to report any concerns. The premises are very secure, as only staff open the main door to visitors and check their identities. Staff carry out thorough risk assessments each day, so that all areas of the nursery are safe for children. There are rigorous checks in place for the collection of children and to ensure that staff are suitable to work with children. Accident and medical records are very well kept and analysed, so that children are well protected. Staff are vigilant in their supervision of children, so that they are safe at all times.

The management team monitors staff practice and all aspects of the provision very effectively. The manager records her observations of staff performance and carries out regular supervisions and annual appraisals. Staff have good opportunities to shape their own professional development and attend targeted training courses as a result of discussions with the management team. Regular team meetings are held, at which staff discuss their evaluations of teaching and practice. This means that areas for improvement are identified, so that staff knowledge and skills continually improve. All staff, parents and children are involved in the effective self-evaluation process, which contributes to an ongoing action plan. As a result, staff work very well as a team and there is a continuous drive for improvement, which impacts on the stimulating learning experiences which children receive.

There are effective links with other professionals and local early years providers, which means staff are assisted in fully meeting the needs of all children. A local early years advisor visits the nursery, in order to support staff in planning and monitoring of the provision. Regular meetings with local nurseries, schools and other nurseries in the Busy Bees group means that staff engage in mutual support and the sharing of ideas and best practice. This means that they maintain and improve on good standards in children's learning and development. Staff work with local reception teachers, so that they know how best to prepare children for school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY289506
Local authority	Solihull
Inspection number	877758
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	113
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	07/05/2009
Telephone number	0121 745 7862

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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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