

# Busy Bees Day Nursery at Leamington Spa

Warwick Gates Business Park, MacBeth Approach, LEAMINGTON SPA, Warwick, Warwickshire, CV34 6AD

<b>Inspection date</b>	12/11/2013
Previous inspection date	30/04/2013

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

- Children make very good progress in well-planned, stimulating environments and, as a result, of consistently good teaching and planning.
- Staff have a thorough understanding of how to keep children safe through the effective implementation of risk assessments and well-documented procedures.
- Children are very happy and secure, as the caring staff meet all their needs through the sharing of daily information with parents.
- There is very effective monitoring of teaching and planning, which is very well documented and leads to specifically targeted improvements and staff development.
- Staff work very well as a team to identify and address areas for improvement, which means that children's learning experiences continually improve.

### It is not yet outstanding because

- There is further scope to extend children's already very good learning experiences in the outdoor areas.
- Staff do not make effective enough links with other local early years providers for mutual support and to share best practice to further improve the already good nursery experiences of children that attend.

## 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 observed activities in the five playrooms and the outdoor play area, 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 Leamington Spa was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Leamington Spa area of Warwickshire, and is managed by Busy Bees Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from several base rooms and there are enclosed areas available for outdoor play.

The nursery employs 28 members of staff, consisting of two apprentices studying level 2 qualifications, one head chef, one chef, a financial administrator and a housekeeper. All the permanent contracted nursery staff are level 3 qualified with the exception of three staff; two of whom have BA Honours Degrees and one who has Qualified Teacher Status. The nursery manager holds a level 5 qualification. The nursery also has a bank of eight relief staff to call on when needed. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 138 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance children's already very good outdoor learning opportunities by extending the range of resources and areas for children to develop their own learning styles
  
- extend links further with other local early years providers for mutual support and the sharing of ideas and best practice.

### Inspection judgements

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

The nursery rooms are all very colourful and stimulating and provide enabling environments in which children make very good progress. Teaching is consistently good throughout the nursery and staff plan challenging and exciting learning experiences for children. This is because they have a thorough understanding of how children play and learn and they use their observations of children to measure their progress and plan activities which build on each child's next steps in learning. They obtain information from parents about what children know and can do, which they use, together with their own

early assessments of children, as starting points for their learning. Parents are very well informed about children's activities and progress. They are encouraged to support children's learning at home through individual learning packs. They then share information about children's progress in these activities, which is included in their progress records. Staff review this regularly so that any gaps in learning are quickly identified and addressed.

Babies enjoy choosing from a wide range of good quality toys and resources in their cosy rooms. Staff encourage them to stretch and move as they reach up for bubbles or for favourite toys. They notice a child begin to move and dance while looking in the direction of the mirror ball music system, so this is switched on and several babies laugh and move their bodies in time to the music. This helps them to develop their coordination and to practise standing and walking. Younger babies explore textures of exciting objects in treasure baskets with their hands and mouths. Staff provide all kinds of exciting sensory experiences so that they explore their world learn to make sense of it. Toddlers shriek with delight as they waft the small parachute up and down outdoors and the ball rolls onto the ground. Staff use effective teaching techniques to ask skilful questions as children make models of animals in the play dough. They talk about what a tortoise might eat, how it moves and where it lives. Children are challenged in their thinking while leading their own play. Staff interact with children very effectively, which guides their learning and helps them to make very good progress.

Pre-school children manage technology well as they work together on the computer. They dig and compare the features of worms and other creatures they find in the soil and develop their physical skills very well on the large climbing frame and bikes. Three different outdoor areas cater for babies, toddlers and pre-school children. These are exciting, but could be further enhanced through the addition of a wider range of areas and resources to provide even more choice of learning opportunities and resources for children. Pre-school children are confident and imaginative as they act out their favourite stories. Staff exploit this as an effective teaching opportunity. Children are encouraged to recall the story and to speak clearly and they develop their mathematical skills well by ordering and comparing the sizes of bowls, chairs and beds. Children are very well prepared for school and for the next stage in their learning, as staff extend all children's language and vocabulary very well.

Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and outside agencies to identify and meet their needs. Staff also receive support from the nursery group's head office if this is required. Children for whom English is an additional language are supported well by staff, as they obtain basic words from parents in children's home language and ensure they communicate effectively.

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

Children settle well at the nursery, as key persons invite parents to stay for as many settling-in sessions as each child needs. The caring staff obtain information about children's needs from parents so that these needs are met. Staff notice when younger children might need a tissue or dry clothes after playing in the water, so that their well-

being is given high priority. Babies settle to sleep easily or have their bottles on staff's laps, which shows they are secure. Parents give high praise to the welcoming, family environment in which they are confident to leave their children, as they know they will be safe and well cared for. Children's behaviour is very good and they are taught to share the toys and to be kind to each other.

Healthy meals and snacks are prepared and cooked on the premises and children are encouraged to try new foods, as staff sit with children and eat the meals too. Staff involve parents in healthy eating initiatives by sharing the menus and recipes so children can have their favourite meals at home. Staff are extremely vigilant in their awareness of children with food allergies. These are detailed on their place mats so that their health is well protected. Children are encouraged to be independent in selecting their food and feeding themselves and in all their personal care routines. Children have fresh air each day in the garden areas. They access these in all weathers, as there are covered areas available. They are taught to keep themselves safe and manage risks safely on the climbing equipment.

Staff manage children's moves to new rooms and to schools very sensitively so that children are emotionally secure and parents are involved in the process. Children's individual needs are met, as they spend time in their new rooms with their key person, who shares information about their progress and needs with their new key person. Children are already familiar with many staff and children at the nursery, as siblings sometimes like to see each other during the day and children mix together at mealtimes. Transitions to school are managed extremely well so that children are very well prepared and are secure in their moves.

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

Staff are extremely vigilant in their supervision of children and in carrying out daily risk assessments in all areas of the nursery. They have a thorough understanding of the very effective safeguarding policies and procedures and the management team ensures these are implemented on a daily basis. The premises are very secure and there are robust procedures for the collection of children and the recruitment of suitable staff. Meticulous records are maintained so that children are very well protected and staff know how to report any concerns and to whom. This information is shared with parents for the mutual safeguarding of children. Staff are well trained in current safeguarding and child protection procedures and children are very safe, as a result. A recent incident when a child was accidentally left outside on their own for a very short period of time was thoroughly investigated by the manager. The area the child was in was enclosed, so the child could not have left the nursery premises. Disciplinary action was taken which has resulted in all staff being extra vigilant in their supervision of children and always counting them in and out when children play outdoors. As a result, children's safety and welfare is further assured.

Leadership and management are extremely well organised and well documented. The management team observes and monitors staff practice, planning and teaching in order to

plan specifically targeted training and improvements. The manager ensures that all staff are happy in their roles and are performing well. There is excellent teamwork in the identification and addressing of improvements in the provision and the support of all children and staff. Self-evaluation processes are very effective, as staff implement an ongoing action plan, which means there is continuous improvement in the provision and in children's learning experiences. Staff are very well motivated in striving to provide the best care for children in their learning and development and are given opportunities to shape their own professional development. All staff, children and parents work together to make ongoing improvements in the nursery.

There are effective links with other professionals and outside agencies in the support of all children's needs. Staff share ideas and best practice with the other settings in the Busy Bees group and are well supported. However, there are few links with other settings in the local area to give a wider view of practice and to engage in mutual support. Links are made with other settings which children attend in parallel with the nursery so that their needs are met.

### **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	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

<b>Unique reference number</b>	EY289489
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	940649
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	122
<b>Number of children on roll</b>	138
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	30/04/2013
<b>Telephone number</b>	01926 889110

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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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