

# Busy Bees Day Nursery at Wigan Marylebone

35-37 Walkden Avenue, WIGAN, Lancashire, WN1 2JJ

<b>Inspection date</b>	28/11/2013
Previous inspection date	27/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		1
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

- The key person system ensures that children receive consistency of care. Practitioners are loving, sensitive and attentive to children's individual needs and know them exceptionally well. Therefore, even children who have recently started the nursery feel very safe, secure and happy.
- Excellent working relationships with parents and other professionals are effectively established ensuring that children receive relevant support and consistency in their care and their learning and development.
- All practitioners are highly committed to improve the continuous quality of care they provide through the self-evaluation process. This leads to improvements, which are well targeted, resulting in better outcomes for children.
- Children are safeguarded and well protected because clear policies and procedures are in place, which are regularly reviewed and understood by all staff.

### It is not yet outstanding because

- Monitoring of the effectiveness of the new assessment system has not yet been fully utilised.
- The ways in which high quality practice can be shared across the nursery through peer observation and reflection has not been fully explored.

## 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 three playrooms and outside learning environment.
  - The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
  - The inspector conducted a joint observation with the manager.
  - The inspector took account of the views of parents and carers spoken to on the day and information included in questionnaires.
- The inspector checked evidence of suitability and qualifications of practitioners
- working with children, safeguarding procedures, behaviour management and discussed the self-evaluation and improvement plan with the manager.

## Inspector

Marina Anna Howarth

## Full report

### Information about the setting

Busy Bees Day Nursery was registered in 1998 and is one of a privately owned chain nurseries. It operates from three rooms within a detached two storey building on the outskirts of Wigan town centre. The nursery serves the immediate locality and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am until 6pm throughout the year, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 132 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are a total of 22 childcare practitioners, all of whom hold appropriate early years qualifications at level 2, 3 and 4. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery currently 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:

- consolidate systems to evaluate and monitor the effectiveness of the new assessment process to extend the first rate practice already achieved so that it is sustained and constantly improved upon
- extend ways in which high quality practice is shared across the nursery by: embedding the use of peer observations and reflection on practice for practitioners, in order to enhance children's learning further.

## Inspection judgements

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

Children have access to a stimulating environment both indoors and outdoors. They arrive at the nursery, happy, confident and full of enthusiasm. Their strong sense of security is highly promoted by sensitive, caring, friendly practitioners and the vibrant atmosphere. All children are provided with a range of interesting and challenging experiences that meet their needs, as all practitioners demonstrate a good understanding of how to engage and capture their interests. For example, as a result of interest expressed in puddles, children engage in splashing games and discover the patterns of water created around them.

Practitioners introduce tape measures and children's mathematical concepts are promoted as they compare and measure the distance of the splashes. All children are secure in communicating their needs and preferences. Practitioners promote the use of language by telling repetitive stories and instigating games which involve repetition of words or phrases. They are sensitive to individual needs by using familiar phrases of home languages which are also displayed on the walls. Gestures, signing, and visual pictures are used effectively to enhance early language skills and support children with additional learning needs. Practitioners actively encourage the use of phonics to promote children's understanding of sounds and letters. Children enthusiastically participate in 'I spy' games; where they listen to sounds of letters and identify other words with the same sound. Language and story sacks are used for focused group activities further promoting children's interest and communication. Babies and young infants make sounds in response when practitioners talk to them and they demonstrate their understanding by following simple instructions.

Practitioners have a secure knowledge and understanding of how to promote the learning and development of children. Assessment on entry and detailed information gathered from parents provides a secure base line for practitioners to identify children's starting points and meet individual needs effectively. Daily discussions with children's parents enable practitioners to build on children's home based knowledge and experiences. Individual targets are shared and discussed with parents along with a variety of photographs illustrating children engaged in a broad range of activities, which are linked to the areas of learning in the Early Years Foundation Stage. Parents are encouraged to be involved in their children's learning and development from the outset. They are kept fully informed about their children's achievements and progress by daily discussions, six monthly reports and formal parents' evenings, which provide opportunities for parents to discuss their child's progress. This means that practitioners ensure they have a clear picture of each child's interests and abilities, so they can effectively meet individual needs and build on their learning. The sensitive support consistently provided by practitioners enables children to acquire the skills, attitudes and dispositions they need in preparation for their progression onto school. For example, pre-school children are provided with opportunities to meet their new teachers, who are encouraged to visit the nursery to observe children in their familiar environment. In addition, practitioners engage children in discussions and role play activities, enabling them to feel more confident in the transition process.

Teaching techniques are consistently strong across the provision resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. Practitioners combine a selection of small world animals with paint; resulting in young children and babies demonstrating high levels of curiosity as they are provided with time to explore and experiment. They enjoy the sensation of paint squelching in their hands and express further interest as practitioners make different animal sounds which sustains their interest and develops their familiarity with animals. Children develop their understanding of the world by learning about life cycles, as they participate in growing plants. Toddlers plant flowers in wellington boots and learn how to care for them. Practitioners skilfully encourage children to explore using first-hand experiences. For example, whilst participating in baking activities, pre-school children are encouraged to identify what they will need to make pastry. They become eagerly absorbed as they touch and taste the ingredients and assist with measuring quantities by using cups and scales.

Space and time is used effectively for all children to contribute which results in each child exploring in their own way. Some children eagerly use their fingers to mix the dough, whilst others experiment with a range of utensils; such as whisks, spoons and rolling pins. They eagerly observe changes of ingredients as they are mixed together. They learn to problem solve as they discover by adding too much water the mixture become sloppy and sticky. They experiment by adding more flour to find they are able to produce a ball of dough.

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

All practitioners are highly skilled and sensitive in supporting children of all ages to form secure emotional attachments. A well-established key person system and the effective deployment of practitioners promote children's developing independence and exploration. Children of all ages demonstrate high levels of self-control during activities and display confidence in social situations. Effective settling-in procedures ensures that children who are new to the nursery develop a strong sense of belonging. They settle very quickly, as they are warmly greeted by sensitive, caring, friendly practitioners and children demonstrate high levels of contentment and confidence. High quality information is gathered from parents during the settling in period. This ensures that practitioners are fully aware of children's care needs, interests, likes and dislikes. Consistency of care provides a strong foundation for children and effectively supports the transition from home to nursery and the move into different rooms. Together this results in children making a seamless transition onto the next stage at school or in approaching new experiences. Children learn to form good relationships and work alongside others companionably. Toddlers demonstrate the ability to share and give consideration to their peers as they hold up different animals, asking their peers which one they would like; as they prepare to participate in an animal printing activity. Pre-school children participate in creating a 'friendship' garden. They engage in discussions about their friends and make flowers by inserting their friend's photographs into the petals. This enables them to celebrate the values of friendships and acknowledge what makes individuals special.

Children are sensitively supported to explore their feelings and express themselves through the use of puppets and stories and actively treat each other with kindness and respect. Their achievements are jointly celebrated through visual displays that exhibit their artwork, such as models they have created and certificates they have achieved in recreational activities. 'Wow' moments are displayed throughout the nursery for every child, helping to promote a strong sense of belonging and practitioners lavish children with tender affection and meaningful praise. As a result, children demonstrate excellent levels of self-esteem. Children understand the expectations of appropriate behaviour and follow simple rules of the nursery without being prompted. Practitioners act as positive role models and treat children with kindness and respect, offering simple age-appropriate explanations and defining clear boundaries. They provide meaningful activities based on children's interest which ensures they are happily occupied, resulting in exemplary behaviour. Practitioners are dedicated and committed to include all children and treat them with equal concern. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They access toys that reflect diversity, enabling them to respect each other's differences and they engage in a

variety of fund raising activities, developing their awareness of the importance of helping others.

Children are welcomed into a colourful, highly stimulating environment that effectively promotes their learning and provides challenges both indoors and outdoors. A wide selection of good quality toys and resources are suitable for their age and stage of development. Low-level storage units are attractively labelled, and enable children to make independent choices, allowing them to express themselves creatively, use their imagination and play an active role in their learning. Babies and young infants explore their environment with interest and enthusiasm as they happily rummage through treasure baskets and help themselves to a variety of toys located within easy reach. Children skilfully develop a wide range of self-help skills as they instinctively know to wash their hands before handling food or after visiting the toilet. They confidently demonstrate how they wash their hands and place paper towels in the bin. Young infants hold their clean nappies as they prepare to have their nappies changed and help themselves to feeder cups when they want a drink. Children enjoy helping themselves to a buffet breakfast and help to set tables and tidy away afterwards. They learn about healthy eating through the provision of healthy, nutritious meals and snacks. They make their own fruit kebabs and use a variety of fresh vegetables to make soup. Daily opportunities are provided for children to engage in a wealth of activities outdoors. They create obstacle courses and demonstrate their skills at balancing, climbing and negotiating spaces and move their bodies in a variety of ways. Children demonstrate an excellent understanding of how to keep themselves safe as practitioners provide opportunities to manage risk in a safe but controlled environment. Children help to put together new office chairs and use a variety of tools and equipment safely, such as scissors, knives when preparing food, and a range of gardening tools. Their awareness of safety is further enhanced through visits from the fire brigade, developing their awareness of fire safety and the school crossing patrol; developing their awareness of road safety.

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

The management team displays a good understanding of the requirements of the Statutory framework of the Early Years Foundation Stage. Practitioners display a solid and confident approach to child protection. They are fully aware of the signs and symptoms of abuse and of the action they must take to protect children. All supporting policies are in place, which have been recently revised. Practitioners demonstrate clear knowledge of who to contact. In addition, large displays illustrate procedures to follow and the relevant contact details. Thorough comprehensive risk assessments are effectively implemented, both for the nursery and for outings; which further supports children's safety. Robust recruitment and induction procedures are effectively implemented. All practitioners are suitably qualified and have a high level of skills to progress children in their learning and development. Regular team meetings, supervision and appraisals all contribute to an effective practitioner management process and their professional development. Nominated persons for health and safety, behaviour management and child protection ensure all practitioners are aware of changes and kept fully informed. Practitioners' performance is monitored through observation of practice by the manager and room leaders, which is

used to highlight strengths and weaknesses. As a result, any perceived underperformance is dealt with so that practitioners understand the high standards expected from them. Regular in-house training is delivered to enable practitioners to share their knowledge and expertise as a result of attending external training. The manager is in the process of introducing peer observations between practitioners to enable them to reflect on their practice. However, this is not fully embedded across the nursery in order to fully develop practitioners' professional skills and to drive further improvement.

The management team fully understands their responsibilities in relation to meeting the learning and development requirements of the Early Years Foundation Stage. The manager conducts regular observations in the nursery rooms to monitor the quality of teaching and to ensure the learning experiences for children are meaningful, and challenging. There are effective procedures in place for identifying clear strengths and weaknesses. Planned actions are implemented effectively to overcome any areas of weakness. For example, the management team has effectively supported practitioners in introducing a more in-depth monitoring system to track the progress children are making in all areas of learning. This ensures any identified gaps in learning are addressed and targeted plans for intervention are successfully implemented. All practitioners are confident in using the new procedure. However, monitoring systems to ensure the first rate practice already achieved and its continued success are yet to be fully consolidated. All recommendations from the last inspection have been completed successfully and have had a positive impact on children's learning experiences and welfare. For example, the outdoor area has been extensively refurbished, providing all children with fabulous learning opportunities. This effectively supports children whose preference for learning involves the outdoor environment.

A strong commitment to partnership working with parents and external agencies is evident and contributes to meeting children's needs. Professionals visit the setting to deliver an additional range of activities, such as floristry, healthy living and road safety. This provides children with additional experiences, which enhances their learning further. Practitioners invest time and knowledge; gathered from training to identify and meet children's emerging additional needs, such as using visual timetables to help children with limited language to express their interests. They use available support and advice from agencies and are keen to implement suggestions to enhance their practice. For example, by providing enclosed spaces for children who require individual space and time to ease away any tension or frustrations; resulting in a calm environment. Close liaison with local schools and sensitive support provided by practitioners ensure that children are prepared for their move on to school. Children derive great benefits from the excellent close working relationships between parents and practitioners. A variety of systems, such as parent forums, home to nursery resource packs and effective communication systems, ensure that parents are consulted at every stage of their child's care and development. For example, parents requested that their children's achievements are displayed throughout the nursery. As a result, display boards are used to celebrate children's individual achievements, including certificates and parents' comments about their children's achievements at home. The nursery is committed to supporting the whole family and sessions are facilitated for family members to attend a variety of play workshops, such as breakfast mornings and baking sessions. Parents speak very highly of all practitioners.

They report they are delighted with the progress their children are making and the consistency of care provided; particularly the nurturing and love their children receive.

### **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>	322990
<b>Local authority</b>	Wigan
<b>Inspection number</b>	940849
<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>	76
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	27/05/2010
<b>Telephone number</b>	01942 821898

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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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