

Busy Bees Day Nursery at Bristol Bradley Stoke

Ferndene, Bradley Stoke, Bristol, BS32 9DF

| | |
|--------------------------|------------|
| Inspection date | 24/09/2013 |
| Previous inspection date | 09/04/2013 |

| The quality and standards of the early years provision | This inspection: | 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

- Staff plan and promote children's learning individually and respond well to their interests and ideas. As a result, children are making good progress.
- Staff provide exciting and well-organised play environments. As a result, children are inquisitive and motivated learners who maintain attention well in their play.
- Children use their imagination very well in play. They dance, pretend play, create freely and combine resources to extend their imagination further.
- Children benefit from lots of physical activity and outdoor play. This helps more active children to thrive in their preferred learning environment.
- Staff promote the nursery values effectively and present as good role models. Consequently, children behave well and are developing friendships with others.

It is not yet outstanding because

- Staff do not consistently support the parents of all new children in getting further involved in their child's learning from the start.
- Not all children learn to handle books carefully to further strengthen their literacy skills.

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 and the quality of teaching in the 3 play rooms and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation.
The inspector held a meeting with the area manger and nursery manager to assess suitability and qualifications of staff and management's knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage requirements.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Full Report

Information about the setting

Busy Bees Day Nursery at Bristol Bradley Stoke registered in 2007. It is part of the Busy Bees nursery chain. The nursery operates from a purpose built two-storey building in Bradley Stoke, on the outskirts of Bristol. Children under two years and pre-school children are cared for on the ground floor. Children aged between two and three years are cared for on the first floor. There are three secure gardens for outside play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 124 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who learn English as an additional language. The nursery is open five days a week from 7.30am to 6pm all year, excluding bank holidays.

There are 24 staff members employed to work directly with the children. Of these, 16 staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- support the parents of all new children more consistently to encourage them to become more involved in their child's learning from the start

- strengthen children's early literacy skills further by teaching children to handle books more carefully.

Inspection judgements

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

Staff know the children they care for well and effectively plan and assess each child's learning individually. As a result, children are making good progress in their learning in relation to their starting points. Parents provide staff with information about their child's needs, routines and interests as well as their developmental stage. Staff keep parents informed about their child's progress with development summary reports, parent meetings and the required progress check for two-year-olds. This successful working partnership with most parents helps them to get actively involved in their child's learning. However, on a few occasions key persons are not always available to help all new parents to become

more involved in promoting their child's learning from the start.

Staff work in consistent teams to provide children with familiarity and a sense of security. Staff working with babies provide lots of close comfort, re-assurance and one-to-one time. This provides a secure base from babies can explore. Staff working with older children encourage them to explore independently and use their imaginations to develop their own ideas creatively. Children's choices are valued by staff that encourage them to lead their own play, and staff use these choices to extend children's learning further. For example, staff spontaneously discuss numbers and create problem solving in children's chosen sand and water play. Staff also organise small group activities with a specific learning intention, sharply focused on their next steps. This all helps to promote children's confidence, independence and motivation to learn and help prepare them for school readiness.

Children are inquisitive learners who communicate well with others. Older children ask lots of questions and talk freely about what they are doing. They enjoy answering staff's questions and sharing their knowledge. Babies' voices are valued and staff respond positively to their babbles to encourage their communication further. Staff work successfully with parents to ensure children who learn English as an additional language have the opportunity to use their home language within the nursery. Staff obtain key words from parents which they use and display to help ensure children feel included and are able to communicate their needs. Children enjoy reading books alone and with staff to develop an interest in stories. However, several storybooks and family photograph books in the one-year-old and pre-school rooms are damaged or incomplete. This does not help children to learn about handling books appropriately and to further develop their interest in books.

Children benefit from lots of outdoor play, and some playrooms offer continuous free access to the gardens. These provide exciting and well-resourced environments in which children focus for long periods in their play. Babies ride wheeled toys and use their early mobility skills safely. They happily explore trays of different media and materials with their hands and using tools. Toddlers and pre-school children use physical play equipment and games to play with energy and to move in different ways. They also dig in trays of soil and sand, build with large construction blocks and run freely around the spacious garden. This promotes children's physical development effectively and allows more active children to thrive in their preferred environment. Children are learning about their world effectively using the garden to explore the natural environment. For example, children race into the garden with binoculars they have made. Here, children find white sky, a big branch, ants and yellow leaves and staff discuss these finds with them to extend their knowledge and understanding. Staff encourage children to follow through their ideas. For example, children decide to collect the leaves to paint, but cannot collect enough with their hands. Children solve this problem themselves by emptying sand buckets and using these as an efficient solution.

Children use their imaginations very well and are encouraged to move toys and resources around the play areas freely without restriction. For example, children build sandcastles on the grass and paint the tree bark blue. They take handfuls of corn flour 'gloop' across the room to share their experiences with staff. Children enjoy pretend play in themed home corners, with small world toys and with everyday resources. For example, they make a

swimming pool with a large tray of foam blocks, which they then thread onto their arms, telling others they are 'arm bands'. They then 'swim' around the garden together before 'splashing' back into their swimming pool. This exploration and freedom to express themselves keeps children interested and maintaining attention for long periods in their play and learning.

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

Children are developing warm and trusting relationships with staff. This is because the consistent team of staff and key persons work closely with most parents from the start, to meet children's needs and care routines effectively. When children's key person is not available, the 'buddy' key person or a familiar member of staff provides newer children with close support and re-assurance. This allows these children to feel safe, to explore and to get involved in the activities with enjoyment. Staff implement successful systems to support children in the move between their home and the nursery. For example, babies see photographs of their parents in their cots. In addition, children of all ages have a named soft toy, unique to their playroom, which they take home for the week-end and then report back their adventures to the others at nursery. Staff support children closely as they progress through the nursery to help them remain secure. Key persons visit the new room with children and use a 'room book' to look at pictures of staff, toys and the environment. This helps prepare the children for the changes ahead.

Children benefit from clean and well-maintained play rooms in which they move around safely due to measures in place. Babies enjoy a warm and nurturing environment with coloured areas, such as a calming lilac area for bottle feeds and quiet play. Playrooms provide designated areas of play and space for children to choose and move toys around and play safely without hindrance. As a result, children of all ages choose and lead their own play and exploration freely.

Staff manage children's behaviour consistently and well. They promote 'our values' in each room relevant to children's developmental level. Staff remind children of the values when necessary and manage any small issues with a patient and gentle manner. Consequently, children behave well, show a care and concern for others and form secure friendships with others. For example, babies smile and cuddle into staff warmly and older children hug one another and tell adults who they 'love' and who their special friends are. Children also learn about one another's culture and beliefs by exploring celebrations and traditions and playing with toys reflecting one another's lifestyle and language. This further helps children to develop positive attitudes and a respect for others.

Staff promote children's healthy lifestyles effectively. Children benefit from lots of physical play inside and outdoors. For example, two-year-olds join in daily 'wake and shake' sessions with great enthusiasm, and ask to repeat the activity again. Children learn about keeping safe effectively through the safe play guidance from staff and learning to use tools safely. Children enjoy healthy and nutritious meals and snacks that they sit and eat together at sociable meal times. During meals, staff refer to the healthy eating board and children decide whether foods are 'healthy eating food' or 'limited food'. Children find their

own drinks bottles themselves. They are regularly encouraged, especially after active play, to drink. This helps to ensure children are well nourished throughout the day.

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

The inspection took place following a notification to Ofsted of a potential safeguarding issue. Management followed their procedures and took appropriate action by informing the required agencies who found no concerns. The provider is aware of the need to inform Ofsted of significant events, and have done so previously. However, they omitted to notify Ofsted of this issue within the required timescales. It is a requirement to do so, and on this occasion, Ofsted do not intend to take further action. This has had no impact on the care and education of the children and management are now clear about the required timescales for future reference. Otherwise, all staff attend safeguarding training. As a result, management and staff all have a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They have a good knowledge of the safeguarding policy and the correct procedures to follow if they have a concern about the welfare of a child. Management follow robust vetting procedures to help ensure staff are suitable to work with children. In addition, clear policies and procedures, risk assessments and daily health and safety checks help to maintain good standards of health and safety.

Staff are deployed effectively in consistent teams within the age related playrooms. They communicate well with one another as staff and children move between the indoor and outdoor play areas. Consequently, they support and supervise children closely at all times. Management implements successful systems to monitor the impact of staff's practice on children's care and development. This includes staff supervision sessions every three months, manager observations and visits from the early years professional. Management and staff demonstrate a commitment and drive to maintain continuous improvement in the quality of care and learning for children. For example, staff complete focus improvement plans in their playrooms and are responsible for following these up to secure improvements. In addition, the updated self-evaluation form reflects the improvements successfully implemented to further meet children's care and learning needs.

Partnerships with parents are good. Parents are provided with comprehensive information about all aspects of the provision. This includes a 'Bee Welcome' pack to provide information and allow parents to monitor the settling in process for their child. Staff keep parents informed well through displays, newsletters, parent meetings and time to exchange information each day face to face. Parental involvement is valued. Parents contribute their views on questionnaires and a parent partnership group meets every month to contribute to the development of the nursery. Parents state their children are happy, enjoy attending and they always get lots of feedback from staff at the end of the day. Staff work together successfully with the other early years settings some children also attend to help ensure continuity of care and education.

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 | 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 | 135962 |
| Local authority | South Gloucestershire |
| Inspection number | 931255 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 100 |
| Number of children on roll | 124 |
| Name of provider | Busy Bees Day Nurseries Limited |
| Date of previous inspection | 09/04/2013 |
| Telephone number | 01454 202888 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

