

Busy Bees Day Nursery at Horsham

11 Bartholomew Way, Horsham, West Sussex, RH12 5JL

Inspection date	11/12/2013
Previous inspection date	19/07/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff have a clear understanding on how to observe, assess and plan activities for children in the indoor learning environment.
- Children with special educational needs are supported well. There is a trusting relationship with parents and good links with other professionals. As a result, the individual needs of children are met.
- Management have clear policies and procedures in place to safeguard children and systems to monitor the progress they make in their learning and development.
- Children are happy and settled as staff build caring and positive bonds with them.

It is not yet good because

- The use of the outside area is not maximised fully to enhance children's learning and creativity as activities are not always linked to their interests.
- Staff do not consistently use effective questioning to develop children's thinking and problem solving skills.
- There is scope to improve the development of young children's communication and language 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms of the nursery and the outdoor play area.
- The inspector undertook a joint observation with one of the managers.
- The inspector spoke with both managers, regional curriculum advisor, assistant managers, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journeys, planning documentation, self-evaluation, a selection of policies and records and staff suitability records.
- The inspector spoke with a few parents on the day of the inspection.

Inspector

Daphne Brown

Full report

Information about the setting

Busy Bees Day Nursery at Horsham is part of a large chain of nurseries. It opened in 2000 and operates from purpose built premises in Horsham, West Sussex. Children have access to an enclosed outdoor play area. There is easy access for wheelchairs and a lift to the first floor. It is open each weekday from 7.30am to 6.30pm all year round. There are currently 136 children in the early years age range on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 37 members of staff, 33 of whom hold appropriate early years qualifications to at least level 2. One member of staff has a degree in early years education. The nursery provides funded early education for three and four-year-olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure activities in the outside area create challenging experiences for children and are clearly linked to their emerging needs and interests.

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

- further develop staff's teaching skills by improving their use of questioning to encourage children to think critically and problem solve
- build upon children's communication and language development by talking with the children as they play and by extending their interest in activities by providing a wider range of materials for them to explore.

Inspection judgements

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

Staff have a sound understanding of the educational programmes. They are aware they must concentrate on the prime areas of learning and development for the youngest children. Therefore, prior to children starting at the nursery, staff gather information to find out about children's needs and interests. These starting points are gradually built on as staff plan activities based on this information helping children make satisfactory progress in their learning and development. Parents are kept well informed about their

children's progress, including the progress check at age two and are actively involved in their learning both in the nursery and at home. Staff encourage them to share information about their children, by producing summary reports every six weeks to comment on. They also send home observations they have made in the nursery with suggested activities for the parents to do at home with their children. This means they work closely with parents to support children's learning and development.

Each child has a key person who makes accurate observations on their children and uses this information to plan for children's next steps in learning. However, some activities lack challenge and creativity as staff do not link them to children's current interests. For example staff decide activities to set up outside, which are not appealing and do not motivate the children to want to play with them. Therefore, the outside area is not always being used effectively to help support children's learning and development.

Children settle quickly into this bright and colourful nursery as staff are welcoming and caring. Staff organise toys and resources so children can choose freely, promoting their independence and allowing them to follow their interests. Babies happily and confidently explore their room and staff are attentive and supportive. They provide an enabling environment with a 'black and white area' to stimulate babies brain development and a 'lilac and purple area' for them to relax. Staff praise babies as they learn to pull themselves up to standing on low level furniture and explore a tray full of paper to find hidden toys. Although staff generally promote children's communication and language well, on occasions they miss opportunities to develop it further and extend their interests. For example, to describe the sound and feel of the paper and to use different textured materials for babies to explore as they rummage to find toys.

Staff help children develop their imagination through role play scenarios. For instance, children pretend to go shopping and staff ask them what they are going to buy and name the fruits and vegetables they put in their shopping bags. However, teaching is not always effective enough to challenge children to think critically and help them to problem solve. A small group of children work very well together to complete a puzzle only to find pieces are missing. Staff then miss opportunities to challenge the children's thinking to suggest where the other pieces might be and to work out from the picture on the box, which pieces they need to find.

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

Children are confident and demonstrate a strong sense of belonging within this friendly nursery. They settle quickly as staff operate an effective key person system where staff form strong and caring relationships with children and their families. Staff know their key children well because they regularly share information with parents. On occasions staff cover for their colleagues in different rooms and the nursery has introduced a buddy system for each key person to ensure continuous support and monitoring of their learning and development. Staff display notices in their rooms so parents know who to communicate with if their child's key person is different. Staff provide very well for children who need additional support and for those who have English as an additional

language. For example, staff learn words in children's first language and display them in written format. They also learn Makaton signing to help support children's language and communication. Children enjoy sociable mealtimes and eat food that is freshly prepared in the nursery. Meals and snacks are nutritious and children learn how to keep themselves healthy through drinking regularly as water is freely available. Children also have daily opportunities for being physically active, indoors and outside. Staff have recently introduced 'wake and shake' sessions at the beginning of each day. This means children learn about the positive effects of being physical active, which contributes towards developing a healthy lifestyle. Good hygiene procedures are followed, helping to reduce the risk of cross-infection and safeguards children's health appropriately. For example, staff wear protective aprons and gloves when changing nappies and children know to wash their hands before and after eating and after using the toilet.

Children learn how to keep themselves and others safe with topics such as 'safety week' and gentle reminders from staff. Routine risk assessments ensure that indoor and outdoor environments are safe. A fingerprint identification system ensures that only staff and parents are able to access the nursery and all visitors are required to use a buzzer to announce their arrival. This helps to keep children safe within the nursery. Staff have identified the climbing apparatus is broken and presents a risk to the children and so staff prevent children from using it. Staff work as a team deploying themselves to ensure children's safety. However on occasions some policies and procedures have not been fully adhered to, to ensure all children are safeguarded, with regard to fire evacuation and administration of medication. For example, the provider has previously notified Ofsted of a breach to the administration of medication requirement. Therefore the provider met their legal responsibility as set in the Statutory Framework for the Early Years Foundation Stage. The provider notified that a member of staff failed to administer an inhaler to a child as required and also did not notify the parent that this had not been given. However following an internal investigation the management team provided the member of staff with additional training in the medication policy and then set up a programme to monitor their practice. This was to ensure the staff member was fully aware of their role and responsibility and to safeguard children.

Staff teach children to behave well and to care for their environment. They help to tidy away, place rubbish in recycling bins and enjoy planting seeds outside. Pre-school children have watched and cared for caterpillars as they transform into butterflies. Therefore helping children understand and show respect for the world around them. They are learning to play cooperatively with their friends as staff act as good role models and encourage children to share resources. Staff support children's move on to school because they welcome visits from local reception teachers and they talk to the children about their future schools.

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

Staff are aware of their role in safeguarding children and daily premises checks help them to ensure that the environment is safe for children to play in. Children play in a safe and

secure environment because ratios are maintained and staff are appropriately deployed to enable them to supervise all children. Staff are aware of the possible signs and symptoms that may indicate concerns about a child's welfare and the reporting procedures to follow. Regular safeguarding and first aid training helps the nursery management ensure that staff are equipped to carry out their roles and to safeguard children. The recruitment procedure is thorough and robust and new staff are fully aware of their roles and responsibilities through a clear induction process.

Leadership and management are committed to driving continuous improvement in the quality of the nursery. The nursery is led by two managers and both reflect accurately on their own performance. Recommendations from the last inspection have been satisfactorily addressed although there are still areas, which could be further developed to improve children's independence at mealtimes by serving themselves. Staff meet regularly to reflect on practice and their views are included in the nursery's self-evaluation. For example, during an emergency evacuation practise a child was left unsupervised for three minutes and was found by senior staff doing their safety checks as part of this. There was minimal impact on the child at this time however as a result the nursery management notified all relevant agencies and the parents to inform them of this. In addition they completed a thorough internal investigation and have amended the procedures in light of this event. Parents views are also sought through daily discussions and newsletters and messages sent to parents electronically. Complaints are dealt with through a rigorous investigation process, taking actions where appropriate and helping identify areas for improvement. Appropriate action is taken to address issues as they arise and make improvements. For example, the medication policy and procedures have been improved to make sure children receive appropriate care.

The managers actively monitor the education programmes by spending time observing the range of activities the staff organise. Staff's assessment on children's learning and development are recorded on tracker sheets and management use this data to ensure all areas are being delivered and children are making progress. Managers also receive support from the wider company with monitoring visits from the regional manager and curriculum adviser. Staff appraisals and supervision are ongoing and the managers complete regular observations on staff practice in a bid to improve practice and therefore outcomes for children. Training needs are identified and staff are encouraged to build on their knowledge and understanding through the company's internal training programmes and external courses.

Parents report that they are happy with the care their children receive and say that they feel fully informed about, and involved in, their learning. There is good evidence of a strong relationship with other professionals. Management and staff follow programmes set by other professionals carefully to meet the needs of the children concerned.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	113469
Local authority	West Sussex
Inspection number	945279
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	136
Number of children on roll	136
Name of provider	Early Years Childcare Ltd
Date of previous inspection	19/07/2010
Telephone number	01403 754610

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

