

# Busy Bees Day Nursery at Sunderland Doxford

Glanville Road, Doxford Business Park, Sunderland, Tyne and Wear, SR3 3UY

<b>Inspection date</b>	18/02/2014
Previous inspection date	05/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 are enthusiastic, well motivated and involved with the children. This means that the children are happy and able to learn and achieve.
- The staff are warm and caring and know all of the children exceptionally well, which means that children are confident and self-assured.
- There is consistently good quality of teaching throughout the nursery, which means that children's progress from their starting points is good.
- The management team set high standards to develop the provision and motivate staff, which means that the needs of the children are met very well.

### It is not yet outstanding because

- The environment is not consistently rich in print, signs, labels and symbols to help children, especially in the pre school, develop further skills and interest in the meaning of words.

## 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 all of the playrooms and in the outdoor play area.
- The inspector looked at a sample of children's learning journey records, planning documentation and a range of policies and procedures.
- The inspector met with the manager and spoke to staff and parents at appropriate times during the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, the appraisal and supervision records and the provider's self-evaluation form.
- The inspector conducted a joint observation with the manager.

## Inspector

Helen Easby

## Full report

### Information about the setting

Busy Bees Day Nursery at Sunderland Doxford was registered in 2006 and is on the Early Years Register. It is located on a large business park on the outskirts of Sunderland and is managed by Busy Bees Ltd. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 30 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 136 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

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

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

- develop the environment further so that it is richer in print, to ensure that children's attention can be drawn to marks, signs and symbols and they can enhance their skills in learning that words carry meaning.

## Inspection judgements

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage and the ways in which children learn through play. They provide a wide range of exciting and stimulating activities in both the indoor and outdoor environments, which meet the individual needs of the children and support their future learning. Staff identify children's particular interests through careful observation and through discussion with parents. Children's learning journey records reflect these interests and show the next steps in the child's learning. Planning is flexible and responds to the needs of the children. For example, in the baby room activities are planned but adapted to the children's routines. This means that the children are supported to have the best possible learning experience.

This flexible planning is a feature in all of the rooms. The pre-school room plan for groups of children who have similar interests. Children are able to follow their shared interests in small groups, which means that they are well supported in their learning and are consequently very happy and engaged at nursery and are motivated to learn. Routines are flexible. In the baby room, routines from home are followed for each individual baby, nursery mealtimes are adapted and sleep patterns followed. A daily routine is in place for all of the children, but this is flexible to their needs and their interests at the time. This

means that the children have the opportunity to become involved in activities and follow their own learning interests.

The extremely warm, welcoming environment encourages children to explore and to make independent choices. The children are given time to choose and play freely, with appropriate and timely support from staff. For example, younger children are supported to choose resources to enhance activities, while older children can decide what they need and are able to find and collect it themselves. Interaction from staff is sensitive and supportive, and the questions asked lead children into thinking and responding. Staff are highly skilled at assessing the amount of intervention required. For example, at story time the children discuss foods that they like and the colours of ice cream. The member of staff asks questions about what flavours the different colours might be. Children have time to think, their answers are valued and good prompts are given to support the children's thinking. This means that the children are well supported to develop their thinking skills. Support for children who speak English as an additional language is good. Staff work with parents to understand key words in children's home languages and use sign language to reinforce communication.

The outdoor environment is exciting and stimulating. Each room has a separate, enclosed outdoor play area with free-flow access throughout the day. The individual play areas are well equipped with suitable resources for each age group; children are able to play in the sand, ride bikes and make marks in the areas provided. Children also have the opportunity to access a larger wooded area adjoining the nursery. This area is being developed further, which means that the children's experience of outdoor play and the natural world will be enhanced. Children make good progress in nursery. This is because staff have very high expectations of them. Staff are skilled at supporting children in reaching their highest potential. A comprehensive tracking system is in place which shows children's starting points and good progress in all areas of learning. This means that staff are able to identify where they need to provide more learning experiences, ensuring that children continue to progress. Parents and carers are involved in sharing and contributing to their children's learning and development. Information is gathered from parents and carers before children start nursery, which helps transitions. This means that key persons soon know their children very well and are able to plan effectively for them. Learning journey records are shared with parents. As a result of this shared experience, children's learning is well supported all round.

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

Children are provided with a warm, welcoming and enabling environment which supports their development and well-being. Children know their key person well and they greet each other warmly. This helps children to form positive relationships and secure emotional attachments. The key persons know the children well; this is because of the well-established relationships with parents and carers, and means that information regarding the children's needs is effectively shared. Children clearly thrive and grow in confidence in this trusting environment. There are high expectations of the children and they are supported well in all aspects of their development. They are encouraged to be independent and to make choices, and are able to choose their own resources, wash their

own hands and choose their own food at snack time. Children are provided with nutritious and balanced snacks and meals as well as drinking water and milk to develop their understanding of a healthy diet. Children are developing their independence. For example, they are able to find their own coats and when putting them on, younger children are supported to put their arms in and pull up the zip.

Feelings and behaviour are managed sensitively by staff and a positive approach supports the children to deal with their emotions. For example, children who are new to nursery and still settling are well supported as staff consult with parents to ensure that routines are followed and the child's needs are met. Discussions take place about foods that the child eats at home so that familiar food is served. They discuss any strategies that will help the child to settle so that they can feel comfortable and relax. This means that the children are well supported in their transitions from home to nursery. Children respond well to the boundaries in place, and as a result, their behaviour is very good. Children are encouraged to consider risks and their own safety. For example, they are reminded about safety rules, such as to walk inside.

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

Children's welfare and well-being are extremely well promoted because there are comprehensive policies in place which link directly to the safeguarding and welfare requirements. Whistleblowing and the use of mobile phones are included in the policies and are adhered to rigorously. Staff all read and sign the nursery policies and procedures and have monthly updates at staff meetings where policies are discussed. The manager provides one-to-one support for staff and students who may need to discuss any of the policies or procedures. This means that children are kept safe from harm and abuse. The manager and staff team have a clear understanding of their responsibilities and this is reflected in their policy and practice. All adults connected to the nursery are suitably vetted and documentation is updated appropriately. As a result, children are kept safe from adults who may not be suitable. Robust risk assessments and daily checks are in place and ensure that all areas and equipment are safe for children.

Leadership is good; the manager is innovative in her approach to the curriculum and the learning opportunities for the children, and is committed to improving all children's learning and development. The staff team are extremely well motivated and committed to developing the learning opportunities for the children. As a result, there is an evidently high morale and staff clearly enjoy working in the setting. Staff have an excellent understanding of the learning and development requirements. The manager monitors learning programmes and quality well through regular discussions and team meetings. Systems are in place to monitor children's progress. Planning documentation is monitored to ensure that it is precise and accurate and reflects an accurate understanding of all children's skills, abilities and progress. This means that children's individual needs are met very well. Professional supervision is provided and staff are able to have informal meetings with the manager if required. Annual appraisals are carried out for all staff. This ensures that staff are well supported.

Training needs are identified through supervision and appraisal, and a programme of staff training and development is ongoing. Training is disseminated to all staff, and a system is being developed to record and monitor the training undertaken by staff and how this helps to develop practice. This enhances the provision further and extends the learning opportunities for children. Professional support for the manager is provided by the company's management team, which in turn further strengthens the staff team. Robust staff recruitment procedures are in place; staff all hold relevant qualifications and clearly understand their roles and responsibilities. Transitions between other settings are smooth. The nursery communicates with other settings that the children attend to pass on information regarding the children's learning and development. Staff visit the children's next setting or school to pass on information and to promote continuity in the children's care and learning. Relationships with parents and carers are excellent, with daily communication taking place. Parents are regularly sent questionnaires and their replies responded to. There is also a 'you said, we did' tree in the nursery where parents and carers can leave comments and suggestions. Parents are sent links to online questionnaires, which they can respond to anonymously if they wish. This means that the needs of individual children are well 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>	EY335554
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	862650
<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>	90
<b>Number of children on roll</b>	136
<b>Name of provider</b>	Just Learning Ltd
<b>Date of previous inspection</b>	05/10/2009
<b>Telephone number</b>	0191 520 0600

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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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