

Busy Bees Day Nursery - Basingstoke

Hanmore Road, Chineham, Basingstoke, Hampshire, RG24 8PT

Inspection date	13/02/2014
Previous inspection date	10/04/2013

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

- Children show confidence and good levels of motivation during freely chosen play in the rich, well-resourced and welcoming indoor and outdoor learning environments.
- Children make good developmental progress because the key person system is well-embedded to ensure that each individual child is supported successfully.
- The strong leadership and management team have high aspirations and monitor children's learning and staff performance effectively.
- Effective partnership with parents means there is a united approach to meeting individual children's needs, extending their learning and helping them to make good progress.

It is not yet outstanding because

- Staff in the under two's room do not always use visual props and real objects in their routines and planned teaching and learning activities to extend children's learning.

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 play and learning activities and tracked children, indoors and outdoors.
- The inspector undertook a joint observation with the nursery manager.
- The inspector had discussions with the nursery manager and the area manager/advisory teacher regarding leadership and management.
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Busy Bees Day Nursery - Basingstoke is part of the Busy Bees group. It registered in 2004 and is situated in a single-storey purpose-built nursery in Chineham, Hampshire. The nursery is registered on the Early Years Register. Children are cared for in four age-related base rooms and have access to three enclosed outside play areas.

The nursery is open each weekday from 8 am to 6 pm for 52 weeks of the year. They close for all public holidays. There are currently 123 children on roll in the early years age group. The nursery is in receipt of free early education for children aged three and four years. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities and those for whom English is an additional language. The nursery employs 22 staff who work directly with the children. There are 22 staff, including the manager, who hold appropriate early years qualifications at Level 2 and 3 and 4. The nursery receives support from the company advisors and the local early years team.

What the setting needs to do to improve further

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

- enhance the educational programme further for children under two by using real objects or visual aids as much as possible to further promote their learning, for example during rhyme time and the snack time routine.

Inspection judgements

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

Children thrive in this nurturing nursery because the staff have a genuine love of their job and support children's individual needs well. The staffs enthusiasm to engage the children, coupled with the rich and stimulating environment means that children are very busy in their self-chosen play. They demonstrate very positive attitudes to learning. Staff show a strong ability to involve children spontaneously, offering them good challenge in their learning, particularly in the toddler room. For example, an adult skillfully takes advantage when a child comes to talk to their friend by engaging them in investigative water play. They effectively build on what they know and can do. The children explore the water, the animals and the different pots, talking excitedly about their actions and what they can see and do. When they tap two pots together the adult encourages them to listen to the noise and then to tap it loudly and then quietly, which they do accurately, following instructions well. Children increase their speech and language skills because staff take time to listen to each child talking and clearly re-model the short sentences toddlers are saying to them. They are careful to introduce new vocabulary such as 'a black seal' when the inquisitive

toddlers ask questions such as 'what's that?' The adult sings and introduces meaningful number songs during the water play. There is strong evidence to show that all children are making good progress.

Pre-school children are very involved in their learning and show good levels of confidence, listening and speaking skills in the well-planned activity using a persona doll. They sit with the adult for a long time, taking turns to talk about the doll and their own happy and sad feelings. They demonstrate their articulate communication skills, which will prepare them well for the future. Babies under two are supported well by their key adults who know them very well. The staff make them feel happy and secure by giving them lots of cuddles and attention, alongside good interaction, when sitting on the floor with them. Rhyme time with a music tape engages the children's interest and promotes their communication and language skills well. However, staff do not always use visual props or real objects with the younger children to enhance their learning further. Staff accurately assess children's level of development and use guidance to plan for their future learning. 'Together time' for the younger children is when the key person focuses specifically on their next learning steps. Children have ample time to play freely in a very stimulating environment which ignites their interests and promotes active learning. They count spontaneously and complete puzzles and mathematical activities such as sorting and matching, either alone or with their friends. In addition, they take part in planned group activities, which increases their ability to concentrate and enables staff to carefully meet their individual needs. Staff have a good knowledge and understanding of how to promote children's learning across all areas. Children are developing valuable future skills.

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

Children demonstrate their eagerness and delight during their routines and play activities because staff successfully understand and respond to their individual needs. There is a well-established key person system that helps children form secure attachments and promotes their well-being and independence. The strong emphasis on making attachments and relationships with key people means that children feel safe, secure and confident. For example, babies often smile and engage happily with key adult who lovingly cuddle, kiss and interact with them playfully. Their care routines are carried out by their key adult or key buddy. Parents talk very positively of the very communicative relationship they and their children have with the key adult. Staff are well-deployed at all times to ensure children's safety and supervision. They are effective role models, and they give children clear guidance about safety, routines and behaviour, such as walking indoors. Children show excitement in their play and behave extremely well throughout the nursery.

Children's good health is promoted well because there is a high emphasis on outdoor play as well as indoors for all age groups. The attractive and challenging outdoor area has recently been re-vamped with an all weather turf. It offers children good physical opportunities and to be physically active throughout the day. For example, children enjoy running up and down the slopes, using the climbing equipment and wheeled toys with their friends. They learn to take risks in a well-managed, safe environment. Children competently learn independence skills and to manage their own personal hygiene from a

young age. For example, toddlers spontaneously take a tissue and blow their own noses and learn how to use cutlery. All children regularly wash their hands, before eating and after using the toilet. There is a good pictorial hand washing routine in the bathroom for them to follow, which helps those children learning English as an additional language to understand the hygiene practices. Babies' individual sleep routines are adhered to well by the staff, who are soothing and very caring towards them. They are cradled lovingly and rocked before their key person puts them to sleep in their cot. This fully promotes their growth and development. Children nutritional needs are met well by the onsite chef who cooks well-balanced meals each day. Staff suitably support all children during mealtimes and talk with them about health foods to develop their awareness of a healthy lifestyle.

Children have a colourful, stimulating and well-resourced environment for indoor and outdoor play. Attractive and welcoming play areas are on offer to children in all age groups. Children's own work, emergent writing and photographs are on display at their height throughout the nursery; it is highly valued. Children are prepared well when they move up to the new rooms. They have regular visits which are adapted according to their individual needs and information is fully shared between the key people and parents.

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

The efficient and effective nursery management team fully understand the importance of safeguarding children at all times. They ensure the settings robust policies on safeguarding children are fully understood by all staff. The staff attend regular training in child protection, which includes whistle blowing. When an outside agency informs management of a potential safeguarding concern the management team conduct a very robust investigation. They interview each member of staff in relation to the allegations and issue a separate safeguarding/whistle blowing questionnaire. This shows staff carry out their responsibilities well with good knowledge and pride for their work. The nursery has rigorous systems in place for the recruitment and vetting of staff which includes a signed restriction policy. This is for when an occasional agency member, who does not hold a company Disclosure and Barring Service check, cares for children. The manager manages staff performance extremely well through the settings clear system on induction, supervision and appraisals. Any underperformance is swiftly addressed through these systems and training and coaching is offered as necessary.

The nursery management company offer good in-house training to staff, particularly in relation to children's learning and development. Staff are keen and eager to provide good quality care and education and develop their individual rooms and areas with enthusiasm. For example, the two-year-old children and staff have called and developed the area where they have their breakfast and hot midday meals 'Caterpillar cafe'. They now have pictures and attractive menus, linking it to their favourite storybook. Everyone contributes to the nursery self-evaluation and self-reflection process, which fully describes the good practice that takes place at the nursery. Audits are carried out by the higher management team within the company and there is close monitoring of children's learning and development. Plans for improvement by management are well-targeted. Parents have

many opportunities to learn about all aspects of the nursery because staff establish close links with families from the start. The flexible settling in system and very welcoming staff helps to settle all children. Parents talk enthusiastically and glowingly of the nursery with whom they feel there is very good communication. For example, they say 'they are amazing' and 'they are absolutely caring and compassionate'. 'The best thing is the interaction. They (the children) have learnt huge amounts'. The nursery have good systems in place who work with other providers when children attend more than one setting, to ensure continuity of care and learning. There are also very close links with professional agencies and specialist teachers to support children and families individually.

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	EY289892
Local authority	Hampshire
Inspection number	954144
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	98
Number of children on roll	123
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	10/04/2013
Telephone number	01256 354867

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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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