

# Busy Bees Day Nursery at Woking

50 Cavell Way, Knaphill, Woking, Surrey, GU21 2TJ

<b>Inspection date</b>	24/02/2014
Previous inspection date	17/04/2013

<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		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

- The effective monitoring and tracking systems ensure that targets for future development are identified and continuous improvements are made. This ensures that the nursery continues to provide good quality care and education for all children.
- The outdoor play area is a rich learning environment. Children enjoy a wealth of opportunities to develop physically and emotionally and to expand their imaginations.
- Effective partnership working with parents means that there is a united approach to meeting individual children's needs and helping them to develop relevant skills for the future.

### It is not yet outstanding because

- Staff interactions do not consistently encourage skills of critical thinking.
- Snack time in the baby room does not reflect on the level of understanding of young children.

## 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 had a tour of the nursery with the Deputy Manager.
- The inspector took account of the views of parents on the day of the inspection.  
The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.
- The inspector held discussions with the Manager, Deputy Manager, Learning and Support Centre Advisor and Director throughout the inspection.
- The inspector held discussions with key persons and staff.

**Inspector**  
Jane Franks

## Full report

### Information about the setting

Busy Bees Day Nursery at Woking, which is part of Busy Bees Day Nurseries, was registered in May 2001. The nursery building is situated within its own grounds in Knaphill, on the outskirts of Woking, Surrey. It is within walking distance of a children's play area and local shops. The nursery serves the local community and families living in the surrounding area. Children are accommodated in age related groups within the nursery. There is a multi-sensory room and an enclosed ground floor play area that is open to the fresh air. There is also an enclosed outdoor garden area. The nursery is registered on the Early Years Register. There are currently 164 children from seven months to four years of age on roll. The nursery support children with special educational needs and/or disabilities and those with English as an additional language. It receives funding for the provision of free early education sessions to children aged three and four years. Opening hours are from 7.30am - 6.00pm each weekday throughout the year. The nursery closes for Bank Holidays. There are 31 members of staff, including the manager who is supernumerary. Of these, over half hold appropriate early years qualifications. Meals are prepared on site by a cook. The nursery receives support from the Early Years and Childcare Service.

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

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

- allow children enough time to gather their thoughts and respond through gestures or through verbal communication
  
- review the organisation of snack time in the baby room to ensure young children fully understand this process

### Inspection judgements

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

Staff create a stimulating environment for children to play and learn. They motivate and inspire children's curiosity and learning through support and challenging activities and experiences. Children enjoy key group time. They enthusiastically look up their chosen sea creatures in the index of a book and investigate sharks alongside staff, for example. As a result, all children flourish and make good progress in their learning. Key persons work very closely with parents to gain comprehensive information about their interests, likes, achievements and specific needs. In addition an early assessment sheet is completed by parents. Staff complete observations in the first few weeks that children attend and collate all the information to build a detailed picture about the child. Staff obtain key vocabulary from parents and carers with children that have English as an additional language and

provide opportunities for children to develop and use their home language in play and learning activities. This enables staff to gain important information about all children's development across all areas of learning.

All children have opportunities to develop early writing skills. Children in the baby room make marks on paper and engage in sand play, for example. They investigate and use fine motor skills as they turn the wheels of the car, for example. Children enjoy a painting activity. They compare and contrast patterns supporting an understanding of mathematical concepts, making a range of marks with cars, for example. They engage in construction play and learn about the concept of number as they build towers alongside staff. Across the nursery, language and thinking skills are enhanced as staff ask open-ended questions to extend children's learning. However, occasionally staff do not give children enough time to respond and think fully about what they want to say. As a result learning in this area is not always as well supported as possible.

All children are supported and nurtured in this warm and caring setting. Staff place a sharp focus on helping children to become confident in their personal, social, and emotional skills and staff are skilled in engaging children and encouraging their participation. Children learn about real life experiences as they engage in caf role play alongside staff. They think for themselves as they independently select their resources needed to add to their play from other areas of the room, for example. Children investigate colour differentiation alongside staff. They independently choose their colour and are supported in taking the lid of the ink developing fine motor skills. They put drops of marbling ink into a water tray, then say 'one two three go' as they happily drop their paper into the water. This is extended further to support communication and language development as children talk about their creations with staff.

Children's interests are used proactively to inform planning, so that they take an active part in leading their own play and learning. Observations and well-documented assessments assist staff extremely well in monitoring children's progress and learning. The completion of the required progress check for two-year-old children, helps to ensure their progress is monitored. Staff routinely evaluate their key children's achievements and rigorously identify new targets for their development. Staff complete development summaries twice a year and share these with parents. These summaries feed into parent evenings. Learning is well supported at home. Staff encourage parents to complete observations on their child's achievements. They also send out hints and tips on how parents can support their child's development, during bath time, for example.

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

Staff are well deployed, enthusiastic and eager to help all children settle into the nursery. Children are safeguarded well. Staff supervise children effectively and ratios are consistently applied, for example. Children develop a strong sense of belonging to the setting and enjoy secure relationships with trusted adults. The fully embedded key person system works extremely well in supporting children's social and emotional wellbeing. Staff work very closely with parents to tailor settling-in arrangements that are specific to

children's needs. The warm welcome and positive, relaxed approach from staff has a very calming influence on the children. As a result, children are happy, settle quickly and build very close attachments. Children show independence in choosing what they play with, where they play and whether they join in adult-guided activities. Children decide they would like play dough after enjoying a painting activity set out by staff, for example. Their independence is supported as they help clear away the activity and prepare for their choice of play. This helps children to feel valued and respected, enabling them to reach their full potential. Children are involved in decision-making and are invited to express their views, as part of their pre-school committee, for example.

Staff act as positive role models. They apologise for interrupting as children actively engage in reading a story, for example. As a result children learn to display courtesy and consideration for others. Staff consistently praise and encourage children and have realistic expectations of them all, resulting in positive behaviour. They listen to children and are attentive to their needs. Staff recognise the needs of children when they engage in building spaceships, for example. As a result children are given the opportunity to fully engage in their chosen play, use their imagination and run around outside with their constructions. Daily risk assessments ensure the areas used by children are free from hazards and staff consistently give the highest priority to the safety of children. This effectively supports children's growing understanding of how to keep themselves safe. Children take part in their own risk assessments to identify what they see and how they can keep themselves safe within the indoor and outdoor environment. Identifying hazards, toys on the floor, for example.

The rooms are well set out, vibrant and inviting. All children, including babies, are able to access the toys and activities easily, so that they are able to make their own choices. Children are learning to be independent, as even young children feed themselves with little help. Staff encourage children to use age appropriate cutlery as they feed themselves at lunch time supporting independence. However, snack time in the baby room is less well supported and systems in place do not meet the abilities and individual needs of all ages of children. Children learn to make healthy food choices as staff discuss foods as children eat. All food is tasty and nutritious and prepared by the cook on site. All children's dietary requirements are adhered to and there are high standards of hygiene in the nursery. Children are developing a good understanding of their own personal hygiene as they follow daily routines, washing their hands before meals, for example. Children thoroughly enjoy fresh air in the outdoor and indoor gardens. They can run freely and use physical play resources such as ride-on toys, for example. Therefore, children develop their physical skills and their well-being is effectively supported. Physical skills are further supported as children have opportunities to engage in weekly dance activities, for example, supporting a range of movement and an understanding of a healthy life style. Young children have opportunities to crawl, explore and climb on indoor equipment.

Partnerships with parents and other agencies involved with children's care and education are effective and promote a joined up approach to meeting children's individual needs. Where children have an identified need, staff work with outside professionals, follow their advice and develop an individual educational plan to follow for the children. This ensures their individual needs are met appropriately which enhances and supports their learning. Children are supported well in their transition to school. Staff have good working

partnerships with feeder schools and teachers are welcomed into the setting, for example. This impacts positively on the older children through their transition period. Children are also well supported in their transitions within the nursery. This is due to good settling in procedures and relationships formed with their key person as they move into a different room.

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

This inspection was brought forward because we received a complaint on 12 December 2013 that raised concerns about failure to follow required procedures when an allegation is made against a member of staff, failure to notify complainants of the outcome of the investigation within 28 days of having received the complaint, failure to provide and an adequate supply of spare clothes and nappy changing practices. We carried out an unannounced visit. We found the provider had responded appropriately to written complaints and nappy changing procedures were appropriate. We found that the person designated to take responsibility for safeguarding children in the setting failed to notify agencies with statutory responsibilities without delay about an allegation made about a member of staff and there was an insufficient supply of spare clothing for children. Following our visit, we issued the provider with a warning letter for failing to inform Ofsted of an allegation of serious harm or abuse by any person living, working, or looking after children at the premises. We issued a notice to improve asking the provider to: demonstrate that all members of staff understand and implement the safeguarding policy and procedures, in particular the procedure to be followed in the event of an allegation being made against a member of staff, including the requirement to notify agencies with statutory responsibilities without delay. The provider has responded satisfactorily to the action and remains registered with Ofsted.

The manager's enthusiastic leadership is communicated to staff, who work very well together as a team. They are highly motivated towards providing the best care for children. Staff are monitored effectively with regular supervision and appraisals to discuss their training needs, individual needs and continuous professional developments. For example, staff are accessing special education needs training to meet the needs of individual children at the nursery. Robust systems are in place to ensure the suitability of staff, including appropriate vetting checks and induction programmes. Regular team meetings are used to monitor new systems of working and cascade information and training to all staff.

Staff members and management have a sound understanding of the requirements in meeting the safeguarding, welfare, learning and development requirements of the Statutory Framework for the Early Year's Foundation Stage. Robust monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make progress in all areas of learning. Children are well safeguarded in the nursery as the manager and staff members have good understanding of child protection and safeguarding. The premises are secure and monitored. Thorough records are kept and staff are aware of the need to report any concerns to the manager or

to an appropriate agency. Staff have attended safeguarding training and hold paediatric first aid certificates. They carry out daily safety checks on the premises, which means that children are safe from any potential hazards.

The partnership with parents and carers is embedded into practice. Parents have very positive views about the nursery and their comments on the provision are valued. They use comments, such as; 'staff treat my child as an individual, staff are friendly and caring and children make good progress in their learning'. A parent partnership group meet through the year with senior staff. This provides parents with opportunities to express their ideas and opinions, identifying areas of strengths and future development. In addition views are sought through questionnaires and room assessment forms. This information is used to develop practice and fed back to staff for continuous development. Self-evaluation is rigorously monitored through a focus improvement plan for example. This ensures that all areas of the nursery are consistently identified for sustained improvement. In addition all rooms also have monthly improvement plans in place to ensure practice is continually improved.

## 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>	160645
<b>Local authority</b>	Surrey
<b>Inspection number</b>	952116
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	117
<b>Number of children on roll</b>	164
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	17/04/2013
<b>Telephone number</b>	01483 797966

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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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