

Busy Bees Day Nursery at Reigate

Lesbourne Road, Reigate, Surrey, RH2 7JP

Inspection date	16/12/2013
Previous inspection date	16/04/2012

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

- Very good settling-in routines and well-supported moves between rooms and on to school mean children are confident, happy and sociable.
- Children's learning is promoted well as staff provide a range of stimulating and fun activities for the children to enjoy.
- The leadership and management of the nursery are effective. There are good quality monitoring systems to ensure children make good progress in their learning and development.
- Staff are very well supported by the management team. Regular monitoring of staff practice ensures they have good opportunities to continually develop their knowledge and skills.

It is not yet outstanding because

- Babies are not fully supported as they develop their walking skills because mats on the floor give an uneven surface in places.
- Staff do not always promote good hygiene practices when they prepare sleeping facilities for some 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 observed activities in all rooms and the outside area.
- The inspector spoke with some of the management team, staff, children and parents.
- The inspector sampled the nursery's policies and procedures and children's development records.
- The inspector undertook a joint observation with the assistant manager.

Inspector

Daphne Brown

Full report

Information about the setting

Busy Bees Day Nursery at Reigate was registered in January 2002 and is part of the Busy Bees Day Nurseries (Trading) Limited. The nursery was refurbished in 2009 -2010. The nursery operates from converted premises in Reigate, Surrey within walking distance of the park, railway station and the town centre. The nursery serves the local community and surrounding areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 126 children on roll who are in the early years age group. The nursery is open each weekday, from 7am to 7pm, all year round. The nursery offers part-time places as well as full day care. All children share access to a secure outside play area. Children also have access to a sensory room offering an additional inside play area. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery currently supports a number of children learning English as an additional language. Children are cared for in groups according to their age. The nursery uses five base rooms which are sub-divided. Toilets, hand washing and nappy changing facilities are integrated into the group rooms. A team of 33 staff work with the children. Of these, 19 staff hold relevant early years qualifications, of which two have Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the support given to young children as they learn to walk by providing a more enabling environment

- enhance good hygiene practice by ensuring staff do not walk over mattresses as they prepare children's beds for sleeping.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning and development and how to provide fun and challenging activities for children. They gather precise and important information about children prior to them starting. This helps them begin to build trusting relationships with parents and ensures that children settle quickly. Staff make very frequent observations of children's interests and attainments and use them to plan for the next steps in their learning. Their assessment is precise and accurate, and used to provide activities which challenge all children. This means that all children, including those who are learning English as an additional language and those with special educational needs, make good progress given their starting points and capabilities. Staff write summary

assessments regularly and these are shared with parents, inviting them to comment on their child's development. These assessments also include the progress check at age two.

Babies are happy and confidently explore their environment, being able to choose from a wide selection of toys and resources. Staff play with them, blowing bubbles to encourage children to reach up and pop them. This helps to develop their physical skills as well as encouraging language development as staff sing songs about bubbles. All children enjoy looking at books as staff create magical den areas covered by various materials and fairy lights which provide welcoming environments for enjoying books. Staff ask questions as they read stories, encouraging children to predict what might happen next or complete sentences in well-known books.

Older children confidently operate computers. They know how to access programmes on the interactive whiteboard and they use their existing knowledge of shapes to practise drawing stars on the board. Staff introduce creative ideas to help develop children's communication and language development and their personal, social and emotional development, such as 'chatter boxes'. Children show immense pride in the boxes they have decorated and the objects they choose to put inside. Children show good levels of concentration and interest as they talk about their favourite photographs and objects and staff ask open questions to encourage children to express their thoughts and feelings.

Staff support children well in learning about nature. Outside, children are able to plant seeds and watch them grow in a variety of containers, including a wellington boot. They learn about the wider world around them as they celebrate different festivals, such as Chinese New Year where they make a dragon costume and practise copying Chinese writing.

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

Children are happy, confident and settled. A dedicated key person, within a consistent team of staff, successfully supports children to feel secure and develop strong attachments. There is also a 'buddy' key person system to ensure children's needs are always met if their key person is absent. This means that children's emotional and physical well-being is effectively supported. Staff work very closely with parents to ensure children's needs and routines are met well. For example, they record each child's daily routines and share observations about their learning and development. Older children are confident in their own self-care. They manage to pour their own drinks, refill the jug when it is empty and wash their hands. Staff provide an attractive environment with many accessible resources, which are clearly labelled in pictures and in words of several languages. This promotes children's independence and freedom of choice. However, although children are learning good hygiene practices, staff sometimes compromise this by walking over mattresses being set up for young children's sleep time.

Children develop a good understanding of the importance of healthy lifestyles. They have nutritious hot meals and healthy snacks freshly prepared by the nursery chef each day. Staff implement very good procedures to ensure children's dietary needs are met well.

Mealtimes are sociable occasions, with staff sitting and talking to the children about a range of subjects. This supports children's personal, social and emotional development and their communication and language skills. Staff recognise and encourage the children's good manners and praise them, which boosts children's self-esteem. Children join in many physical activities, such as riding trikes, practising ball skills and climbing and balancing using the climbing apparatus. Twice daily the children enjoy joining in with energetic 'wake and shake' sessions, singing along to songs made especially for Busy Bees nurseries and following the actions. Staff encourage babies to become mobile by providing low-level equipment so that they can pull themselves up to a standing position to explore their environment. However, there are some small mats on the floor which sometimes make it difficult for babies to practise their walking skills since they create an uneven surface.

Children behave very well. Staff teach the children to be thoughtful and kind, explaining why their actions could hurt the feelings of others. Staff consistently praise and encourage children. For example young children learn how to stack bricks as staff say 'you can do it' and 'clever boy/girl'. Staff gradually prepare children when they move into different rooms as they arrange settling-in sessions and complete 'seamless transition' forms to share with their new key person. Older children take responsibility for welcoming new children in to their room, helping them to settle and join in with activities. This effectively supports children to learn skills they need in readiness for school. Children are encouraged to think about their own safety through the regular practise of the fire drill and from topics such as 'child safety week'.

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

Leadership and management are strong and staff are very enthusiastic and motivated. The manager and staff have a good understanding of their responsibilities to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a good understanding of child protection issues; they are clear of the signs or symptoms that would cause them concern and they are fully aware of the correct reporting procedure. The manager displays safeguarding posters in the office and staff room so staff have a constant reminder of what to do if they have a concern. There are thorough recruitment and vetting procedures to help ensure that staff are suitable to work with children. There are secure systems for the monitoring of staff performance to ensure continued suitability; these include regular supervision and annual appraisals. There is a strong ethos of team working in the nursery, which ensures that staff at all levels are appropriately monitored and supported. Staff are keen to extend their knowledge as they actively seek training courses and this has a positive effect on the outcomes for children. For example, some staff have been attending a 'Wonder Years' course, discovering about how young children learn and how they can provide an environment to meet children's individual needs. There are thorough risk assessments in place and staff carry out daily checks to ensure that the premises remain safe and suitable for the children's use. A key fob entry system ensures that only staff and parents are able to gain entry to the nursery. This contributes towards the protection and safety of the children.

The management team and staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. A computerised system for recording children's progress and achievements enables the staff team to monitor children's progress and identify any gaps in children's learning or the educational programme effectively. Staff make regular observations of the children's activities. They use these to inform their planning and to keep parents up-to-date with their children's progress.

The child's key person confidently completes the progress check for two-year-old children and these are shared with the parents along with regular written summaries of their child's learning and development. This system enables parents to access and contribute to their children's records. This encourages a two-way flow of communication between home and the nursery, meaning parents can be fully involved in their child's learning. Partnerships with parents are very positive. The nursery operates an 'open door' policy to all parents. Staff in each room complete a newsletter for parents about activities going on in their rooms and the manager sends out a nursery newsletter every three months. The nursery has a parent partnership group where parents' views can be fed back to the manager to use as a vital tool for evaluating the nursery's practice. Parents are invited to social events which are organised throughout the year for them to meet with one another, as well as raise money to support local charities. The nursery works closely with other professionals, such as speech and language therapists, to support children with additional needs. Staff also use a visual timetable, to support children that are learning to speak English as a second language.

The manager, staff, parents and children contribute to the self-evaluation process. Parents contribute their views through annual questionnaires, the parent partnership group and through systems to assess their child's learning and development. Regular staff and management meetings mean that continual reflection is taking place to ensure continuous improvements are made. The manager and staff team have addressed the recommendations from the last inspection well, improving the learning opportunities for children outside and to further promote their independence.

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	EY153169
Local authority	Surrey
Inspection number	945419
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	126
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	16/04/2012
Telephone number	01737 249109

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Type of provision

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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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