

# Busy Bees Day Nursery at Walsgrave

University Hospital, Clifford Bridge Road, COVENTRY, CV2 2DX

<b>Inspection date</b>	13/01/2014
Previous inspection date	07/10/2013

<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

- Children are happy and secure due to the warm and positive relationships they share with the staff team.
- Children are making good progress in their overall development. Staff provide a good range of play that includes exciting and innovative creative opportunities.
- The staff successfully identify and minimise risks to the children. They fully understand the safeguarding procedures they must follow in the event of a concern about a child in their care. Therefore, children are kept safe.
- The management team effectively support staff in their roles. Thorough systems for appraisals help to identify where individual staff need to improve. Therefore, they continue to progress in their professional development.

### It is not yet outstanding because

- Staff's eagerness to support children means they do not always fully maximise opportunities for children to become fully independent and do things for themselves.

## 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 the playrooms.
- The inspector held meetings with and conducted joint observations with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector looked at children's assessment records and planning documentation.

## Inspector

Hayley Lapworth

## Full report

### Information about the setting

Busy Bees at Walsgrave was registered in 2008. It is one of a large chain of private day nurseries owned by Busy Bees Nurseries Limited and operates from a purpose built premises in the grounds of the Coventry University Hospital in the West Midlands. The nursery serves many of the hospital trust employees and a wide catchment area. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm for trust staff and 7.30am until 6pm for members of the public. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register. There are currently 176 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 28 members of childcare staff. The majority of whom hold appropriate early years qualifications. One member of staff has Early Years Professional Status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

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

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

- maximise all opportunities for children to become fully independent by encouraging them to do more for themselves; with specific reference to self-care and adult-led activities.

## Inspection judgements

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

Children are making good progress. Management and staff know the children they care for very well indeed. They are secure in their understanding of how young children learn and provide a good balance of child-initiated and adult-lead activities. Both the prime and specific areas of learning are effectively considered in the organisation of the rooms and the planning of the activities. Each child is assigned a key person who is responsible for monitoring their individual development. They regularly undertake planned and spontaneous observations and assess their current stage of development. This information enables staff to identify what children's next steps are and inform future planning. Parents are effectively encouraged to share what they know about their children in the early stages of attending this nursery. Also on an ongoing basis staff ask parents about their children's interests and development they have observed at home. In addition to regular

verbal communication, formal parents evenings are held for staff to share children's progress with their parents. Good arrangements are in place to share information with parents on the Statutory Framework for the Early Years Foundation Stage. Consequently, this helps them in supporting their children's learning at home. Children with special educational needs and/or disabilities are cared for by staff who are knowledgeable about their individual education plans, therefore, ensuring play opportunities are appropriate. Children with English as an additional language are valued and included. For example, the visual environment represents the languages that they may use and hear.

Teaching is effective and activities that enable children to express themselves through art are innovative and exciting. This is because some staff take the time to research activities that will capture the children's natural curiosity as learners and introduce them to science. For example, children have opportunities to paint using coloured moulds of ice. Their language and communication skills are effectively enhanced as they discuss with staff how it feels and they talk about the art they create. In addition, they learn, how ice is made and what makes ice melt. Older children confidently lead their own learning through printing activities. Using paints and paper they make prints of their hands and then independently remove their boots and socks to make prints of their feet. Babies also have opportunities to be creative and make marks. For example, supported by staff and using chunky brushes, they paint on Christmas stockings.

Some staff ensure that opportunities for children to become independent are maximised. For example, they encourage older children to unfasten and take off their own coats and younger children to put the cushions in the cosy area. This practice effectively supports their development in readiness for school. However, this approach to promoting independence is not consistently applied throughout the nursery. This is because at times some staff do too much for children that they are capable of doing for themselves. For example, wiping their hands after painting, removing excess paint from their paint brushes and taking their aprons off for them. Consequently, their independence is not maximised at these times.

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

Children are very settled in this nursery, they are happy, confident and sociable individuals. For example, older children regularly initiate conversations with adults and clearly articulate their wishes and needs. Children's behaviour is good and staff consistently adhere to the nursery's handling children's behaviour procedures. Their self-esteem is effectively enhanced by staff who take all opportunities to praise them for a job well done. For example, older children are praised for subtracting one duck from five ducks. Younger children are praised for attempting to repeat colour names, such as, orange and blue. As a result, children's personal, social and emotional development is enhanced.

Children's emotional well-being is supported. Settling in procedures are sensitive towards the individual needs of children and their families. Key persons spend time with the children and their parents getting to know them. They ask questions about the children's background, any other nurseries they have attended and how their care needs can be best

met. Staff monitor how children settle over the first five sessions and share their observations with their parents, helping to put them at ease. Children are effectively supported as they move through the nursery to new rooms. For example, the present key person has the responsibility of sharing all they know with the child's new key person. Effective arrangements, such as good communication, ensures parents and their children are supported, as they move onto school. As a result, the transitional periods run smoothly and children quickly settle. The relationships between staff and children throughout the nursery are good. Babies and toddlers cared for by staff who are warm and sensitive towards their care, often comforting them when they become upset. The children's rooms are well organised, allowing them lots of opportunities to select resources for themselves. For example, all children regularly access a very good range of books. Resources are plentiful in both the indoor and outdoor areas. Positive images through written languages on display, toys and books, successfully promote children's understanding of our differences and the wider world.

Children learn about their own good health and the importance of a good diet. They are encouraged to try all types of food which are attractively presented, appetising and nutritious. The nursery cook and her assistant are knowledgeable about ingredients that fully support children's health and therefore do not use any salt in their recipes. They provide meals, such as pollock in tomato sauce, with rice and mixed vegetables. All meals are thoroughly relished by the children. Exercise and fresh air is regularly featured in the children's routine. Children choose to play indoors or outside and have many opportunities to be physically active. For example, they play games that include balancing on one leg, hopping and jumping up and down. Children learn about their own safety. For example, they are encouraged to tidy away toys to prevent them from tripping over. All accidents and injuries are appropriately recorded and sensitively dealt with by the staff.

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

The provider understands and is clear about informing Ofsted of all significant events. They recently notified Ofsted of an incident relating to the supervision of children and now have clear procedures in place to ensure that staff are effectively deployed so that children are kept safe and ratios are continually met. Management and staff are fully aware of their responsibilities and procedures they must follow in relation to child protection concerns. Risk assessments are effective and all areas used by the children are safe and secure. Visitors to the nursery are effectively monitored. Recruitment and selection procedures are robust and Disclosure and Barring Service Checks are completed on all staff. Therefore, ensuring they are suitable to work with the children. The management team effectively monitor the staff's practice through regular observations and formal appraisals. Training needs are identified, ensuring all staff continue in their professional development. Required policies and procedures ensuring effective management of the provision are in place. Staff understand the need for confidentiality and are discouraged from discussing any nursery business on social networking sites. As a result, children's safety is enhanced.

There is secure capacity for continuous improvement and both the actions and

recommendation raised at the last inspection have been fully addressed. This has had a positive impact on the children's overall safety, their behaviour and the range of tools and equipment they use. The management team and staff use their experience and skills effectively to monitor the educational programmes. As a result, children's care and learning needs are well met. Secure arrangements have been established to promote inclusive practice. Children and families who speak English as an additional language are also fully included. Staff find out about the language they hear and speak at home and use some of the words on their displays and in the children's play and learning. Children with special educational needs and/or disabilities are fully included in all aspects of the service. For example, staff effectively adapt activities so that all children have equal access.

Staff understand the importance of building relationships with other professionals and providers where children attend more than one setting. Therefore, ensuring a consistent approach towards children's education and care. The staff team share good relationships with the children's parents and carers. They personally greet them on their arrival and show a genuine interest in what parents and their children have to say. Secure arrangements are in place to share information with parents about their children's current stage of development. They are invited to attend formal organised sessions to discuss their children's progress. In addition, staff take time each day to talk them about their child's day and general well-being. Detailed information is shared with parents of babies, clearly informing them of their food intake, sleep and general mood. Therefore, parents are fully informed about their children's care and well-being. Parents spoken to at the inspection, speak very positively about many aspects of the nursery. They share that the manager and her staff are very friendly and they feel confident in raising any concerns they may have. They especially appreciate, the time that is spent with them when their children first attend the nursery. They share the staff help the children to settle and they really get to know them and their children through the questions they ask.

## 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>	EY422559
<b>Local authority</b>	Coventry
<b>Inspection number</b>	948444
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	176
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	07/10/2013
<b>Telephone number</b>	02476622485

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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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