

Busy Bees At the Rye

Busy Bee Day Nursery, Abbey Way, High Wycombe, Buckinghamshire, HP11 1AN

Inspection date	10/03/2014
Previous inspection date	06/06/2012

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

- Management and staff have a strong understanding of safeguarding procedures to help keep children safe.
- Overall, staff teaching skills are effective at promoting children's learning and development. Staff motivate children to learn through purposeful and fun play activities inside and outside.
- Children have many valuable opportunities to learn about healthy living. The enthusiastic nursery chef helps children learn about healthy eating and regular access to the outdoor areas enables children to exercise and learn on a larger and more active scale.
- Staff form strong partnership with parents and this cohesive approach contributes to children's continuing well-being and development.

It is not yet outstanding because

- Occasionally staff do not successfully encourage children to use all the learning environments to effectively challenge all children in order to maximise their learning.
- On occasions a few younger children are less well engaged during lunch and sleep time routines because the organisation of these is not so well suited to their individual needs.

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 the playrooms, the outside learning environment and talked with the staff and children.
The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions with the manager, the quality assurance manager and completed a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Full report

Information about the setting

Busy Bees At the Rye nursery was registered in 1994 and is on the Early Years Register. It is part of a nursery chain that operates nationwide. It operates from a single storey building overlooking The Rye in High Wycombe. Children have access to five base rooms and two enclosed outdoor play areas.

The nursery employs 35 members of child care staff. Of these, 20 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm and children attend for a variety of sessions. There are currently 136 children attending in the early years age group. The nursery provides funding for the provision of free early education for children aged two, three and four. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the quality of teaching further, through the resources and experiences that are constantly available, to fully promote children's identified next steps in learning and provide consistent challenge

- review the organisation of lunch and sleep time routines to enhance young children's experiences during calm and restful periods.

Inspection judgements

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

Staff have a good understanding of how young children develop and learn. Staff use information from parents to assess children when they first start at the nursery. This establishes a clear starting point for staff to plan for children's learning. They record their observations of children, which form ongoing assessments and these are frequently reviewed so that any gaps in learning are identified and addressed. Staff effectively and frequently observe and assess children's learning and development and plan for the next steps in their learning through the delivery of targeted adult-directed activities. Staff provide a broad and balanced curriculum by creating an exciting and very well resourced environment inside and outside through their continuous provision planning. This generally inspires children to direct their own learning including sustained concentration. For example, children are totally engaged as they experiment wetting clay to make it more malleable. Staff support children's ideas by suggesting a suitable container to hold the

water. This helps children to think creatively and to make good progress in their learning. Children outside make their own puddle in a dip in the paving and try to float various toy boats. However, on occasions staff do not target children's identified next steps for development into these activities to fully support children to make as much progress as they possibly can.

Staff are actively involved as children play, they offer children appropriate challenges according to their ability. For example, staff move the position of the tyres outside. They put them closer together for the younger children to learn to balance and move with control. Staff move the tyres further apart for the older children in order to encourage them to extend these skills and jump successfully from one to another. Staff increase children's vocabulary and confidence in communication. Staff sit closely with the babies and young children. They clearly and sensitively repeat the correct pronunciation of words to help children's emerging speech. Staff read stories and young children react with pleasure as they do the actions to favourite songs. Staff make excellent use of picture cards, visual timetables and gestures. This enables all children, including those who learn English as an additional language, to understand and communicate their needs. Staff encourage the toddler's imagination as they create a role-play space station. Children make a rocket from large cardboard boxes and use the new small world resources with the dressing up clothes to act out their own stories. This gives children valuable opportunities to explore, share their thoughts and thereby promote their development and use of language. These good teaching strategies help children to be keen to learn and help them to take the next steps and to be eventually ready for school.

There are strong partnerships with parents and they are encouraged to share daily information with staff about children's achievements. Parents are very well informed about their children's learning and progress. They are invited to regular reporting sessions to meet and chat to their children's key person and other staff. Staff share ideas such as a 'chatterbox' for children to take home a small box to fill with items that interest them at home and they can talk about these with their friends. This helps parents extend their children's learning at home.

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

Children are happy, feel secure and develop strong bonds with their key person and the friendly familiar staff team. Staff are sensitive and skilfully provide a solid foundation to help children develop their personal, social and emotional skills. Staff's gentle, caring interaction ensures that all children form positive and trusting relationships. Staff provide new children with reassurance and lots of cuddles to help them to settle, and be able to separate from parents with increasing confidence. Similar processes effectively support children's move between rooms. Initially each child visits the new room with their key person and then visit for small taster sessions at different times of the day. The established key person passes detailed information to the new key person to ensure that there is no delay in effectively planning for children's continuing progress. This supports children to adapt to new routines and helps them to be emotionally prepared for their move up to school when the time comes. However, some lunch time routines in the

younger age range do not always take full consideration of children's needs. Staff are busy cleaning up and getting others ready for bed when some children are falling asleep at the table or trying to get into the waste food. This does not fully help support children to eat and rest in a calm and relaxed atmosphere.

Staff use positive praise and clear guidance, which is appropriate to children's levels of understanding, to manage children's behaviour. Staff encourage children to join in ring and competitive games to help them take turns and to negotiate. Children enjoy playing with the parachute; they follow the instructions from the staff to sit safely as the children move around them singing and keep the ball moving on the parachute so it does not roll off. Older children are encouraged to be kind to their friends when playing vigorously outside. They greatly enjoy the favourite game of 'What's the time Mr Wolf'. Children independently access the equipment indoors and outside. For example, they can draw and make marks indoors and on a larger more active scale outside. This helps them to grow in confidence and consolidate their learning. Children are learning to manage their self-care skills independently. They put on their coats and boots when they go outside. Older children are encouraged to care for themselves in the toilets with the staff on hand for support if needed. Staff protect children's dignity by ensuring that visitors do not enter the toilets when children are present.

Children have very good opportunities to learn about healthy living. They have many opportunities to exercise as they move freely between the inside and outside areas. Staff effectively support them to learn to move safely and with control on the challenging climbing equipment. There are freshly cooked and nutritious meals from a varied menu that is specifically planned to help children enjoy their meals. During weaning parents are asked confirm that babies have had certain foods before they can be introduced at nursery. Parents can taste samples of the menus at parents evening and the very enthusiastic chef is available to discuss tips on helping children eat more healthily at home. Children use healthy ingredients; they see, smell and taste the results. Children's ideas are respected as they choose the ingredients for a company competition for the best soup. This helps children to be eager to try new tastes and be fully focused on health lifestyles.

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

Management and staff fully understand their roles and responsibilities in relation to safeguarding and child protection. Staff understand that to keep children safe they need to be thorough in their knowledge of the safeguarding policies and procedures. They can explain the action to take if they are worried about a child and what to do if they are concerned about a practice issue. This includes an understanding of the whistleblowing procedure to keep children free from harm. Thorough recruitment practices includes suitability checks on all adults working with children help maintain children's safety. The management has a secure procedure to ensure that unvetted staff are not left with the children. All unvetted staff are noted as such on the duty rota so that all staff are informed that these staff cannot do intimate tasks for the children. Induction programmes support

new staff and in-house and other training is used, alongside regular supervisions and annual appraisals, to ensure existing practitioners remain up-to-date with their role and responsibilities. Staff report that safeguarding issues are focused strongly in these meetings. There are comprehensive and consistently applied risk assessments. For example children are closely supervised on the climbing frame and the gates to the garden are bolted. Staff ratios and good deployment ensures children are fully supervised and cared for in a safe and secure environment.

Children's welfare benefits from staff that are well supported by the company's wider management team. The company provides effective support to the direct management of the nursery with the frequent support visits and audits by a quality assurance manager. This shows a strong commitment to improving the care and learning for every child. There is a strong ethos of reflective practice that ensures any areas for development are identified so that action can be taken to improve the provision. Staff are enthusiastic in introducing ideas from their training and the companies strong quality assurance systems. Toddler room staff are improving their story area with cushions and pictures displayed at a low level to encourage children to use the area. Staff are collecting story props to hang invitingly in a see through umbrella to help children to choose which story they would like to hear. Managers and staff fully understand their responsibilities for the learning and development requirements. Teaching and learning are monitored effectively so that children's individual development needs are quickly identified. Staff track children's progress by regularly reviewing the learning records to ensure there is no underachievement. This includes the completion of the progress check at age two and, if required, additional support is provided to close gaps in learning. The special educational needs coordinator has a strong network of colleagues to liaise with for advice and support.

Parents comment that they are very happy with the care and education that their children receive. They can be actively involved in the life of the nursery as part of the nursery forum and they are invited to take part in special occasions and fund raising events. Parents are invited to come to stay and play sessions to see their children learning within a normal day. Staff also form positive relationships with the other settings that children attend. They work closely together to support individual children and provide continuity of care and education.

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	EY257924
Local authority	Buckinghamshire
Inspection number	945425
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	99
Number of children on roll	136
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	06/06/2012
Telephone number	01494 464020

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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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