

Busy Bees Day Nursery at Rotherham

Rotherham District General Hospital, Moorgate Road, ROTHERHAM, South Yorkshire, S60 2UD

Inspection date	10/02/2014
Previous inspection date	24/04/2013

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 are acquiring the necessary skills to become ready for school because practitioners plan activities that meet their individual needs and cover the seven areas of learning.
- Skillful questioning provides opportunities for children to demonstrate characteristics of effective learning, as they make predictions and notice patterns in their learning.
- Children's personal, social and emotional development is promoted well, as they learn to form secure attachments with a special person.
- Children are safeguarded because the management team and practitioners have a good understanding of their roles and responsibilities for child protection.

It is not yet outstanding because

- Occasionally, there are fewer opportunities in the indoor and outdoor area for children to learn about words, to progress their very good learning even further.
- The role-play area in the older children's room occasionally lacks resources which reflect children's diversity, to promote their understanding of the world. Also, children are not always provided with positive images of all children including those with diverse physical characteristics, along with disabilities, to support their understanding of difference.

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 three play rooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection to gain their views on the quality of the nursery.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Busy Bees Day Nursery at Rotherham was registered in 1997 and is on the Early Years Register. It is situated in a converted building in the grounds of Rotherham General District Hospital. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an area available for outdoor play. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 125 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the indoor and outdoor environment so it is even richer in print and display numerals and shapes in purposeful contexts so children's learning is promoted towards excellence
- enhance the use of the role-play area in the older children's room so that it provides resources which reflect children's lives and communities and provide positive images of all children including those with diverse physical characteristics, including disabilities, to support children's learning of difference.

Inspection judgements

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

Children are provided with a good range of activities that are planned according to their individual interests and cover the seven areas of learning. This ensures that children gain a good range of skills to support their future learning, for instance, when they move onto school. Practitioners assess children's abilities on entry by recording observations of 'My first five sessions in nursery'. In addition, parents also complete an 'Early years assessment record' which help practitioners to make an initial assessment of children's starting points on entry. Regular observations are recorded together with photographic evidence, to establish how each child is progressing and to determine their next steps in learning. Development summaries and tracking documents are completed every six months, to ensure that children are making good progress towards the early learning

goals. Furthermore, the completion of the progress check at age two ensures early intervention is sought if necessary. Consequently, assessments show that children thrive and make good progress in their learning and development. Teaching is good and practitioners support children's learning through active participation. For example, a counting activity leads to a group of older children taking part in a describing game. Here, they take turns to place an object in their hand and direct their friends and a practitioner to close their eyes. One child gives the group a clue, such as 'I've got something in my hand and it travels'. Children call out 'It's a bus' and the practitioner offers specific praise to the children, promoting their active learning.

Practitioners provide opportunities for older children to notice changes in properties of media, as they are transformed through becoming wet. For example, children discover what happens when flour and water is mixed together. Open questions help children to explore their critical thinking skills and make predictions about how the mixture will feel, as they describe it as 'sticky' and 'sloppy'. One conversation evolves to another and children begin to make links and notice patterns in their learning. For instance, as they talk about how they use flour to make cakes, biscuits and the pastry for their 'cowboy' pie. Spontaneous learning also takes place outdoors, as practitioners and older children break up pieces of ice which have formed overnight. Here, children are introduced to mathematical language to describe shape, as practitioners describe what rectangles look like. Toddlers enjoy rhymes and demonstrate listening, as they join in with actions and vocalisations. They show their understanding of simple questions, as they tell practitioners that 'Daddies go nod, nod, nod on the bus', promoting their early communication and language skills. Babies have well-planned areas that allow them to move, stretch and explore. They play with a selection of rattles which they pick up independently, developing the use of their small muscle skills. Low-level furniture allows babies to pull themselves to standing and they begin to walk by side stepping showing confidence in their early walking skills.

All children in the nursery enjoy books and they share these with practitioners to promote their early literacy and reading skills. In addition, practitioners display some signs, words, shapes and numerals in the indoor environment to allow children to focus on print and understand that print carries meaning. However, there is scope to extend the amount of print displayed indoors and provide more opportunities outdoors for children to see as many rich and varied words. Older children enjoy role play activities as they make 'spaghetti' and bring 'ice cream' for the inspector. However, there are fewer resources in the role-play area which reflect children's lives, community and diversity. In addition, there are fewer photographs which help children to learn that they have similarities and differences that connect them to and distinguish them from others. Parents' evenings are carried out twice a year and regular progress reports help ensure that parents are well informed about their child's development. 'Observation at home' sheets allow parents to share information about their children's interests and learning at home. In addition, parents are invited into the nursery to take part in activities, such as the cook club, story sessions and general stay and play sessions. This demonstrates that parents contributions are welcomed and this shared approach successfully contributes to the good progress children make.

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

Practitioners promote children's self-confidence and self-awareness from the start. This is because they allow children to change who their key person is if they want to. This allows children to get to know all practitioners and gives them a sense of self, as they learn to form secure emotional attachments with a special person. Furthermore, their personal, social and emotional development is promoted, as they demonstrate their early understanding of making relationships. Practitioners gather good information from parents about their child's emotional well-being and care practices through the 'Getting to know you' forms. This, together with pre-starting visits and flexible settling-in sessions help children to make a smooth transition between home and the nursery. Moreover, consistent practices ensure that when there is a change of key person or children move rooms, their needs are met quickly and effectively by caring practitioners.

Practitioners are good role models in the nursery and work well as a team. Their interactions with children are purposeful and developmentally appropriate. Practitioners use praise to further recognise children's achievements and this further motivates them in their play and learning. As a result, children's behaviour is good. Children's understanding of healthy eating is promoted well through social conversation as they wait for their lunch. For example, practitioners talk to toddlers about which vegetables they may find in their rice and how healthy food makes them 'big and strong'. Drink stations in all rooms encourage children to listen to their bodies and decide when they are thirsty. This promotes children's learning about aspects of self-care, as they begin to recognise their personal needs and take independent action to meet them. Practitioners encourage children to promote their own health and well-being. For instance, they teach them to understand the reasons why they have to wash their hands before meal times and after going to the toilet. Children are encouraged to be independent learners through their everyday tasks. For example, as they access their own resources, tidy away before lunch and put on their own coats and hats before going out to play.

Toddlers and older children are given as much opportunity as possible to move freely between indoors and outdoors. A large outdoor area gives children access to daily fresh air and allows them to take part in a range of activities to promote their physical development. For example, children have space to run, balance and tackle a range of surfaces including flat and hilly ground. Outside, children also learn to take sensible risks and keep themselves safe, as they manoeuvre wheeled toys around their friends. Babies also experience walks in the community and have access to a spacious room where they can explore their physical skills. Practitioners provide good support to prepare children for their transition both within the nursery and to other settings and school. For example, children who are moving to the local school are visited by teachers who spend time talking to them in the nursery environment. In addition, practitioners send disposable cameras to schools which are further afield to allow teachers to take photographs of themselves and the school environment. This helps children to know what to expect and prepares them well for their next stage in learning, which is usually starting school.

The effectiveness of the leadership and management of the early years

provision

The management team and practitioners have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding policies and procedures are robust, maintained accurately and successfully contributed to the safety and welfare of the children. They include the action to be taken in the event of an allegation against a practitioner. In addition, they include the use of social media networking sites, mobile phones and cameras, to protect children from their misuse. Practitioners attend relevant safeguarding training and know how to identify and report any possible signs of abuse and neglect, at the earliest opportunity to protect children in their care. Furthermore, the designated officer clearly understands the local safeguarding procedures and her accountability for liaison with Ofsted and local statutory agencies. Children are well supervised during their play and practitioners are deployed effectively, to ensure children's needs are met. Moreover, the ratio and qualification requirements are maintained throughout the nursery, ensuring children's safety at all times. Thorough recruitment procedures and induction programmes ensure all practitioners have the appropriate skills and knowledge, to fulfill the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed, to help guarantee their suitability to work with children. The security of children is maintained and visitors to the nursery are carefully monitored using an entry intercom system and screen in the office. This prevents any unauthorised visitor entering the nursery and helps to ensure that children remain safe from harm.

The management team has a good overview of the nursery and demonstrates an efficient understanding of the learning and development requirements. The seven areas of learning are covered through day-to-day activities, which help to ensure that children are making good progress. The manager leads on monitoring to ensure that planning and assessment are consistent and display an accurate understanding of children's abilities and progress. Tracking documents ensure that practitioners have an awareness of what is working well and what needs to be done to improve. Any additional needs of children are identified, which ensures that appropriate plans are in place to meet their individual requirements. Performance management systems, such as appraisals and supervisions are established to support practitioners in their roles and secure opportunities for continued professional development. Practitioners regularly attend in-house training days to expand their knowledge and understanding of childcare practices, to promote the interest of all children.

Self-evaluation effectively takes into account the views of parents, children and practitioners and recognises strength and weaknesses. The drive for improvement is identified by clear improvements plans that support children's achievements over time. Partnerships with parents are strong and good working relationships have been developed. Parents spoken to on the day of the inspection feel that they are kept well-informed of their children's progress. In addition, they talk about the positive impact coming to the nursery has had on their children's development. The nursery liaises well with the local school and information is shared about children's progress through transition documents. Consequently, these strong partnerships contribute to meeting children's

needs, to ensure that no child is disadvantaged.

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	303256
Local authority	Rotherham
Inspection number	949800
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	74
Number of children on roll	125
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	24/04/2013
Telephone number	01709 836669

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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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