

Busy Bee

23 Hilcote Street, South Normanton, ALFRETON, Derbyshire, DE55 2BQ

Inspection date

Previous inspection date

31/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have good knowledge of safeguarding policy and practice. As a result, children are well-protected and safeguarded in the nursery.
- Teaching is good and in some cases outstanding. Staff have a good understanding of how to effectively promote children's learning. As a result, children are making good progress in their learning and development.
- Partnerships with parents are strong. Consequently, children benefit from a collaborative approach to their learning.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Leadership and management is good. The management have identified key areas for development since the previous inspection and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.

It is not yet outstanding because

- There is room to improve the range of equipment available to enhance young children's skills and understanding of information and communication technology, so that their developing curiosity in how things work is fully supported.
- There is room to develop the resources in the outdoor area to offer children a more diverse and challenging experience across all the areas of learning.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities, children's play and the interaction between children and staff in every age group.
The inspector spoke with the manager, individual staff and children at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.
- The inspector examined documentation, including a representative sample of children's learning profiles, policies, staff suitability, risk assessments, accident records, training records and activity planning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager, a representative of the company management team and the provider.

Inspector

Ruth Moore

Full report

Information about the setting

Busy Bee is part of Childcare (East Midlands) LLP, which is a privately owned company managed by directors. The nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in South Normanton, near Alfreton in Derbyshire and serves the local and surrounding areas. It has a large, fully enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 2 and 3. Two staff are working towards a level 3 qualification. Support is offered from the company senior management team, who have Early Years Professional Status. The nursery operates Monday to Friday all year round, except for bank holidays and the week between Christmas and the New Year. Opening hours are from 7.30am until 6pm. There are currently 53 children on roll, all of whom are in the early years age group. The nursery currently supports children with special educational needs and/or disabilities and children with English as an additional language. 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 range of resources and activities to support children in their use and understanding of everyday information and communication technology
- improve children's scope of discovery and exploration outdoors by offering richer and more diverse outdoor play experiences across all the areas of learning.

Inspection judgements

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

Staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and understand how young children learn and develop. Staff provide a broad range of interesting activities and experiences, which cover all areas of learning. The quality of teaching is good and in some cases outstanding. Children have an individual planning record that details their starting points, ongoing progress and next steps. All members of staff successfully monitor and track children's learning with the effective use of accurate observations and assessments. This means that key persons have a clear knowledge and understanding of children's individual learning needs. The information is then used to inform the planning of a broad and balanced range of individual and group activities to precisely support children's learning and development. As a result, children demonstrate the characteristics of effective learners and make consistently good progress. Staff make very good use of spontaneous events and activities to extend learning, which

demonstrates their firm understanding of the characteristics of learning and the early learning goals. For example, children enjoy a story about small owls. The member of staff uses small fur animals as props, which are then taken to the outdoor area where children are encouraged to recreate the story. Children say there may be a bear in the garden, at which the other children become excited. The member of staff spontaneously creates a bear hunt learning experience and effectively extends children's thinking further by asking open questions, such as 'how would you feel if there was a real bear in the garden?' and 'what would we have to do if the bear was real?'. This skilful questioning encourages children to openly discuss their feelings and emotions, which includes concepts of being frightened, scared, fierce, soft and strong. Consequently, children make good progress in all areas of development and are learning skills in readiness for school. In some aspects, such as communication and language, children make rapid progress given their starting points. Children are, therefore, ready for school when the time comes because they have a wide range of skills to support their future education, as well as a very positive attitude to learning. Resources are of good quality and are age-appropriate. They are stored appropriately and children can easily see what is in each storage box as they are marked with pictures and writing so they can make choices during free play confidently. However, there is room to improve the range of equipment available to enhance young children's skills and understanding of information and communication technology, so that their developing curiosity in how things work is fully supported.

Support for children with English as an additional language is highly effective. Children's key persons are extremely knowledgeable, experienced and passionate in supporting children with their communication, language and behaviour skills. Good teaching strategies are employed to meet children's specific needs. These include using other children as "buddies" and small group work, for example, to focus on children's communication and language development. As a result, children get the best possible support and are fully included in all aspects of the nursery.

Partnerships with parents are well-promoted because staff actively encourage them to be involved in their child's learning. A wide range of information is gathered from parents at children's first visit, which enable them to settle quickly. Children's ongoing progress and development is effectively shared with parents on a daily basis. Parents are supported in extending children's learning at home. For example, staff operate a home book system, which states the child's interests and activities from their day at nursery. It also gives suggestions as to what parents can focus on in the home environment to support their child's learning further. Regular parents' evenings provide parents with a more formal opportunity to speak with their child's key person about their progress. Parents' contributions are highly valued and play an important part in helping staff to gain the most accurate picture of a child's all-round development. Parents are very complimentary about the nursery and the impact it has on their child's good progress. These effective partnerships enable children to make significant progress as a result of consistency and coherence.

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

Staff are very skilled and sensitive in meeting children's needs. The key person system works very well in helping children to form secure emotional attachments. Children know all staff members in their immediate room, as well as being comfortable with staff in other areas. Consequently, when children move into different rooms they feel confident and ready for the more challenging activities. Transitions for children when they move to other nurseries or on to school are very well-thought-out. This is because managers and staff are proactive when establishing links with local schools to share good practice along with accurate information about children's achievements. This ensures there is continuity of learning, development and well-being for all children.

Staff are positive role models and encourage children to share and take turns as they play alongside others. Children also show an excellent willingness to look after their nursery, helping to tidy up and care for their toys. Children's behaviour is well-managed. Staff get down to children's level and calmly set their expectations for behaviour out. For example, staff remind children to use walking feet not running feet inside the nursery. As a result, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements, rather than focusing on occasional incidents of inappropriate behaviour. The environment is stimulating and friendly. All resources are stored at a low-level to encourage children's engagement. Inclusion is given a high priority. As a result, children learn to be accepting of each other's similarities and differences and this is well role modelled by staff at all times.

Practitioners use every opportunity to skilfully discuss safety and encourage children to assess risks and the possible outcome if they do not take care. For example, children are asked why they need to be careful when cutting a cucumber. They reply that 'knives are sharp and we might cut ourselves'. Children are developing a strong understanding of healthy eating and enjoy an excellent range of freshly prepared, nutritious meals and snacks. They help themselves to freely available water in each room so they do not get thirsty. They talk about washing hands prior to eating, baking and when coming in from outdoors and demonstrate great skill in doing this independently, or with minimal support. Children's safety and well-being are given precedence as they play in a safe and secure environment. Risk assessments which are displayed in each room are methodical and are regularly updated to reflect any changes in the environment. Practitioners are vigilant and supervise children very well. Children develop an excellent understanding of how to keep themselves safe at the nursery and know how to follow the procedures when they practise the fire drill. The easily accessed outside area allows children to get fresh air, learn about their environment and get vigorous exercise as they play with a range of outdoor resources available. However, there is room to develop the resources in the outdoor area to improve children's scope of discovery and exploration of the environment, by offering richer and more diverse outdoor play resources and experiences across all the areas of learning.

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

The manager and practitioners have a very good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A high level of priority is given to safeguarding children and there is a detailed range of regularly reviewed policies and procedures to ensure children's welfare and safety. Safeguarding policies and procedures are comprehensively understood by practitioners and designated individuals. Practitioners demonstrate an effective level of commitment to promoting children's safety and well-being at all times. Safeguarding information is displayed prominently in the nursery, which ensures parents are fully informed about the role of the setting with regard to protecting children. The setting has very thorough recruitment, vetting and induction procedures in place to help ensure practitioners' suitability to work with children. The manager and staff are supported very effectively with induction reviews and they are linked to an early years professional from the senior management company, who provides additional support and guidance. The management team frequently review their procedures to fully ensure practitioners' ongoing suitability to continue in their role. They persistently reflect on practice and review how well they are working to meet children's needs and keep them safe. Supervision meetings and six-monthly appraisals take place to ensure a strong emphasis is maintained and focused upon with regard to safeguarding, high-quality care and education for children and practitioners' professional development.

The management team and staff constantly evaluate the learning environment and look at how they can enrich the experiences for children. The monitoring of all aspects of practice to inform continuous improvement is comprehensive. This includes the educational programmes, to ensure they have sufficient depth, breadth and challenge and reflect the aptitudes, needs and interests of children, together with an assessment of the quality of teaching and learning overall. Fully embedded continuous improvement and self-evaluation mean the setting offers children well-informed care and education. Systems put in place as a result of the previous inspection have greatly improved children's independence at mealtimes. Partnerships with external agencies and local schools are now well-established and mean that children benefit from and receive the necessary support they need to make good progress.

Partnership with parents is good because the pre-school understands the importance and benefits of working together. Daily discussions and an 'open door' policy contribute to the good working relationships between staff and parents and to meeting the needs of children. Parents offer positive feedback and are delighted in the difference they have seen since their children started at the nursery. Regular consultations and support for parents enable them to be actively involved in their children's learning. They value staff's knowledge of how to identify children's developmental needs to help them progress in their learning and development. As a result, children develop the skills necessary for future life and make good progress in all aspects of their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY471243
Local authority	Derbyshire
Inspection number	939215
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	53
Name of provider	CHILDCARE (EAST MIDLANDS) LLP
Date of previous inspection	not applicable
Telephone number	01773580164

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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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