

# Busy Bees Day Nursery at Bristol Stoke Gifford

Simmonds View, Stoke Gifford, BRISTOL, BS34 8HL

<b>Inspection date</b>	04/03/2014
Previous inspection date	18/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- All children make good progress in relation to their well-recorded starting points. They benefit from much attentive support and good teaching from staff, which encourages them to learn.
- Staff include all children well and provide strong, individual support for those learning English as an additional language.
- Key staff establish positive partnerships with parents and with other early years providers to develop an effective shared approach that supports children's changing needs well.
- Staff work well as teams and say they are confident of the support offered by senior and advisory managers. The provider has a clear committed focus on aspects for development throughout the nursery, which drives improved provision for children.

### It is not yet outstanding because

- Staff do not fully support younger children to choose and join in a wide range of songs and older children to use a wide range of printed materials.
- Staff miss some opportunities for children's play when they wait for nappy changing.

## 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 four play rooms and the outside learning environments.
- The inspector had discussions with the regional advisor, co-managers, staff, children and parents.
- The inspector undertook a joint observation with a manager in the pre-school area.  
The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.

**Inspector**  
Angela Cole

## Full report

### Information about the setting

Busy Bees Day Nursery at Bristol Stoke Gifford is one of the chain of nurseries operated by Busy Bees Nurseries Limited. It opened in 1997 and re-registered in 2004. The nursery operates from a purpose-built, single-storey building in a residential area of Stoke Gifford, South Gloucestershire. It opens each weekday from 7.30am to 6pm all year round, excluding bank holidays. Children are grouped according to age in four base rooms and use a central area, including for meals. Each age group has their own enclosed outdoor area.

The nursery is registered on the Early Years Register. There are currently 131 children on roll in the early years age range from three months to four years. The nursery supports children learning English as an additional language. The nursery receives funding for free early education for children aged two, three and four years. The directors employ two part-time managers, who hold early years qualifications at level 3. There are 25 members of staff working directly with the children, including bank staff. Of these, 17 staff hold appropriate early years qualifications at level 2 or above and one is working towards a further qualification.

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

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

- enhance children's literacy development to help children develop their pre-reading and early reading skills further by providing more varied experiences and opportunities to learn, practise and use an increasing number of rhyming words, such as through widening the repertoire of songs used and the use of more reading materials during planned activities.
  
- extend children's opportunities to learn during routine activities by providing play resources, for example, in the nappy changing waiting area.

### Inspection judgements

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

The early years educational programmes implemented by staff have cover all aspects required. Staff focus strongly on developing children's personal and social skills and enhancing their abilities to communicate. Staff base their practice on a growing understanding of how to promote the learning and development of children and what they can achieve. Key persons, who take special responsibility for a group of children, work closely with new families, helping them to complete thoughtfully prepared sheets to gain

thorough overviews of new children. Key staff make perceptive observations of children's play in their first sessions to define their starting points. They continue to photograph and record about children's interests and achievements to make weekly plans for each child. Key persons regularly review children's progress with their parents and carers to work together towards children's next steps in learning and development. Staff have a good understanding of the requirement for progress checks for two-year-old children and complete these in detail to identify and address any gaps in children's learning.

Babies and toddlers settle quickly and explore the stimulating resources. Staff understand that babies learn through using their senses. They plan experiences so that babies eagerly investigate sand, water and 'gloop' to feel the different textures. Staff encourage children's physical development so babies learn to move around and revel in their new-found freedom to move around as they wish. The youngest children receive plenty of stimulation from attentive staff to extend their communication and language skills. Staff talk with them continuously and introduce new words from favourite picture books. Adults successfully use a rabbit puppet to help very young children gain self-esteem and respond to their names in a group. The youngest children enjoy making sounds with instruments and listen intently to songs, although staff do not always give them time to respond with an action or a sound, and the range of songs used is somewhat restricted. This means they do not hear a wide variety of rhyming sounds. Nevertheless, babies and toddlers gain a strong foundation in their skills for continued learning in the nursery.

Staff support two-year-old children effectively to learn and develop. Along with other staff in the nursery, they take great pride in their refurbished premises. They present the resources in attractive, stimulating ways. For example, they create a den with words and pictures based on a favourite story and set out the home, role-play area with the table prepared for a meal. This approach stimulates children's play and exploration so that they gain good concentration from an early age to support their learning. Staff have a clear understanding of the learning intentions of the planned play. For example, following a child's interest in horses, they prepare pictures of these animals for children to use and talk about. Children create flowers from tissue paper to extend their understanding about festivals, such as St. David's day. Staff make good use of these activities to foster children's individual development through learning that is fun.

Older children benefit from staff effectively using their interests to extend their communication and language skills. Adults often encourage children's efforts to talk about what they are doing. They skilfully extend conversation by offering interested comments, for example when children make play dough and pretend to 'toss a pancake'. Staff focus children's attention on a wide range of mathematical words arising in activities, such as measuring their heights and counting as they fill containers.

As in other units in the nursery, children demonstrate they are keen to look at books and join in stories. However, staff do not take all opportunities to teach pre-school children early literacy skills by using a wide range of other printed materials during activities, such as simple recipe cards when children help make playdough. Children gain good early writing skills as they draw and paint using chosen colours. They eagerly recognise other children's names and suggest words beginning with their initials. Staff challenge these children well. As a result, they gain skills to stand them in good stead for their next stage

in learning at school.

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

The staff team's care practices help children to feel emotionally secure, and to be physically, mentally and emotionally healthy. Staff consistently implement well-established procedures. Caring key persons and room staff welcome and support families and share much information about children. As a result, all babies, toddlers and pre-school children form close bonds and secure emotional attachments to their carers. This means that all children, from the oldest to the youngest become sufficiently confident to explore their environments and learn through play. Children confidently seek staff out for reassurance and support whenever needed. For example, younger children sit on the adults' laps for stories and songs while older children ask questions, such as 'What are pancakes for' This shows that they are gaining enquiring minds which is a useful attribute for the eventual move to school. Children have a positive approach to new experiences because of well organised routines which help them to feel secure and confident.

The management's 'consistent, effectively thought-out systems for caring for children result in children being happy and in smooth changes between units. Staff implement these moves between units well. For example, staff take a consistent approach to meal time expectations. Babies and young children respond well to the staff's sharing of these consistent expectations and showing and set a good example themselves. Many older children volunteer to help, showing their understanding of how to behave and the reasons for this.

Staff teach consistent expectations across the nursery for example in regard to behaviour, so children behave well. Younger children demonstrate that they know how to share resources, for example when stacking bricks and making plates of 'food' for others. Children in the pre-school form strong friendships and are learning to play cooperatively and to negotiate with others, for example as they choose clothes to dress up.

Staff plan environments so that children have choice of play equipment and can find what they want to use. This means children move freely round the play spaces, choosing good quality resources from low-level storage to help them control their learning and build their confidence. This system helps children become independent as learners in readiness for the next state in learning. However, as toddlers wait for their nappies to be changed, play equipment is not always available for them, in order to make the best use of these times. Nevertheless, children develop well as they explore their surroundings. They are cooperative and willingly take on responsibility, for example carrying out water for the chutes before playing outdoors.

Staff help children gain an understanding of the importance of a healthy lifestyle. They teach children to manage their own hygiene and personal needs. They teach children about the importance of a healthy diet, growing herbs, talking about nutritious foods and encourage them to help to prepare fruits during snack times.

Staff recognise the importance of children playing outdoors in the fresh air. Staff take babies outside each day into the fresh air to develop their balance and coordination. Mobile children choose to play outdoors on a wide range of physical equipment. Staff teach older children about their bodies and about keeping themselves healthy as they grow up. They teach children how to keep themselves safe, such as when playing outside on the various physical play resources. Children develop new skills as they balance on rockers, scoot and pedal wheeled toys; they enjoy moving in different ways on soft play blocks. Older children use more challenging climbing equipment on visits to another area on site, which means that even the most athletic children can test their physical abilities.

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

The provider has broad experience in all aspects of childcare. The managers and their staff have a good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Their focus on the educational programme and its monitoring for individual children is strong. As a result, they continuously review the detailed planning and assessment to be consistent in meeting children's learning needs. Key persons have a clear awareness of what each child needs to learn next. Overall, staff have good knowledge and in-depth experience of working with others to enable children with wide ranging abilities. This means they provide particularly focused support to enhance children's skills, including the communication of those learning English as an additional language.

The managers and their staff fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. They implement these consistently to create environments inside and outside that are welcoming, safe and stimulating. The provider has good procedures for the recruitment of staff and for checking the suitability of all adults on site. Through regular training and revision of associated policies, staff demonstrate a strong knowledge of child protection procedures, including how to respond if they have a concern about a child. Management make sure staff understand the provision's policy on the use of mobile phones and cameras including in relation to photographing children and confidentiality. Staff supervise children closely at all times so that children are free to develop their own play. They risk assess the premises carefully so that hazards are minimised for children. The managers have a secure knowledge about how many children the nursery can care for and are entirely clear about when to notify Ofsted and other authorities. The company revises the detailed policies and procedures continuously, including about safeguarding, and staff share these with staff and parents to support their understanding of the provision.

Effective systems for self-evaluation inform the nursery's priorities and the management uses these to set challenging targets for improvement. Staff pay close regard to children's expressed views and preferences. The management values and acts upon views of parents expressed through in-depth conversation, searching questionnaires and representatives on the parents' partnership group. Systems for staff induction and professional development are searching and supportive. Management revises these

continuously in the light of sharply focused evaluations of the impact of individual staff's practice. The management has a broad range of useful plans for continuous development. These include further recruitment and induction, refurbishing the gardens, enhancing provision for equal opportunities and extending current use of children's interests to support their learning.

Staff have a particular knowledge and understanding of the importance of partnership working. As a result, key persons consistently secure informed liaison with other early years providers. They obtain parents' permission to exchange learning summaries with other providers to ensure children's care is continuous. The managers and their staff establish good partnerships with parents and carers. Families receive detailed information about the provision and are involved well in their children's learning and development. Parents and carers are very appreciative of the provision for their children. They strongly commend the nursery, whose staff are 'great with the children and really engaging so that they learn loads.' They say their children know the staff, who interact well so they become very confident.

## 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>	EY289385
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	952425
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	108
<b>Number of children on roll</b>	131
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	18/06/2013
<b>Telephone number</b>	01179 799977 or 07966 830403

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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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