

Busy Bees Day Nursery at Sunderland Cleadon

53 Front Street, Cleadon, SUNDERLAND, Tyne and Wear, SR6 7PG

Inspection date	18/02/2014
Previous inspection date	17/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through precise and accurate assessment and planning for individual children.
- Staff are extremely enthusiastic about teaching children to learn and develop in a first-rate environment where their individual needs are consistently planned for.
- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment.
- Children thrive in a nursery where their needs are put first. The key person system works exceptionally well to encourage children to feel welcomed and valued. Key persons work very closely with parents and carers and children benefit from very strong continuity of care.
- The management team and staff continually monitor the provision. As a result, they carefully identify clear plans for sustained improvement over time to support children's high level of achievements.

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 each playroom, speaking and interacting with children appropriately during the inspection.
The inspector looked at children's learning journals, planning documentation, the provider's self-evaluation form, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents and carers spoken to on the day and through written feedback that the nursery has received.

Inspector

Lynne Pope

Full report

Information about the setting

Busy Bees Day Nursery at Sunderland Cleadon was registered in 1997 and is one of 213 provisions run by the Busy Bees Nurseries group. The nursery is on the Early Years Register and is situated in a two-storey building in the Cleadon area of South Tyneside. The nursery serves the local area and is accessible to all children. It operates from five playrooms and there is an enclosed area available for outdoor play.

The nursery employs 29 members of childcare staff. Of these, 28 staff hold appropriate early years qualifications at level 2 and above, including the manager who holds a level 5 qualification and one member of staff with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 191 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- build on strategies to encourage parents of the youngest children to contribute further to their child's learning journal.

Inspection judgements

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

Teaching is outstanding as every child in this vibrant nursery receives targeted support, guidance and excellent learning opportunities to promote their early education and development. The management team and the enthusiastic and dedicated staff work exceptionally hard to deliver highly effective practice that ensures every child makes rapid progress, given their varied and diverse starting points. The robust monitoring of children's progress through highly effective observations and assessments of their learning ensures that the planning of activities are expertly tailored to the children's individual needs. Each key person plans for the individual children in their group and ensures the next steps in their learning are promoted effectively through the daily activities. Early assessment takes place for new children over their first five visits. This gives staff a firm foundation to plan stimulating and challenging experiences for children based on their interests and abilities. Should concerns be raised about children's development there are excellent measures in place to meet the children's needs through partnership working with parents and other agencies. For example, staff attend meetings with other professionals

and incorporate their advice on children's learning into their planning and activities to help children reach their full potential. An Early Years Foundation Stage tracking sheet is completed twice a year for each child, which shows if children's progress in each area is emerging or being achieved. This helps staff to identify if there are any delays or gaps in children's learning, so that early intervention is sought to prevent future difficulties.

Staff demonstrate an excellent understanding regarding the different stages of development and how they can support children in their communication and language skills. This is because staff are highly knowledgeable and well trained and therefore, understand individual children's learning needs. They join in activities and they are highly effective in role modelling play and learning. This helps children to develop skills and achieve their goals. For example, staff sit with children and join in with their play, as they teach them different words, such as saying words to identify the toy animals that children are playing with. They say the words 'horse', 'tiger' and 'bear' as they point to them. Staff introduce number to develop children's understanding. They count how many of each type of animal children have lined up. Sign language is used frequently by staff to promote children's communication skills, particularly if they have delayed speech. This means that children still feel included and learn an easy method to help them communicate with everyone. Staff use effective teaching strategies to develop children's appreciation for moving their bodies. Staffs' enthusiasm gets the majority of children involved and children are enthralled, enthused and excited as they join in doing the actions, following staffs' lead, singing some of the words. Children in pre-school take part in a wake and shake activity. They move their bodies in time to the music and copy what the staff are doing. They shake their hips, pretend to play a guitar, march on the spot and walk round in a circle, following the directions. This encourages children's physical development and staff use it during the day when they feel children would benefit from being more active. Every area in the nursery incorporates books for enjoyment and learning. Young children show their growing appreciation as they seek staff out to look at a book with them. They enjoy the comfort of sitting closely with them and looking at the pictures as they listen to the story. Through staffs' consistent input they start to read the books themselves as they look at the pictures, point to them and name the characters, such as 'bird', 'bus' and 'bear'. As children get older staff concentrate on repetitive phrases in stories to encourage children to join in. Staff ensure that activities are exciting and stimulate children's interests as they display a passion for promoting children's learning and development. Pre-school children are fully immersed in creating 'puff paintings', from mixing up self-raising flour, salt, water and food colouring, painting with the mixture on paper and then cooking their creations in the microwave. They observe and comment on the changes that occur. They are really excited to show their pictures when they come back saying that their pictures have gone 'pop' as the mixture has risen on the paper. This means that children are provided with a superb, rich and varied weekly programme to promote their learning. Children's self-esteem is very high and, as a result, they display exceptional levels of confidence in their own abilities and growing independence. Consequently, all children are exceptionally well prepared for their next steps in learning, including full-time school, whatever their needs.

Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents contribute to their child's learning journey, the progress check at age two and development summaries twice a year. This means they are

fully involved in their child's learning and progression. Staff keep parents updated on their child's day through written diaries for young children and give verbal information for older children. Parents' evenings are held every six months for young children and once a term for children aged three to five years. This gives parents the opportunity to look at their child's learning journal and to discuss their child's progress with their key person and enables them to continue their child's learning at home. Planning is adapted to reflect parents' wishes and requirements. Staff working in the sunshine and pre-school rooms work closely with parents to encourage them to contribute their own observations from home and have received very positive responses. This is in the early stages of introduction with parents of younger children and strongly supports children's overall learning and development.

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

Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. A buddy system is in place so that when the child's key person is absent there is a named member of staff ready to cover for them and to work with the children. Staff support children to feel extremely secure and comfortable with routines and close, caring relationships are very evident between children and their key person. Children settle exceptionally well, because staff find out meaningful information from parents about their child when they first start, to ensure all children's needs are known and effectively met. Settling-in visits are provided, which are highly flexible and are based on the needs of individual children, to maintain their emotional well-being. Behaviour is excellent and children use resources safely, showing a high regard for their own safety and that of others. All staff have a calm and consistent manner with the children as they talk to them in a very thoughtful and respectful manner, which results in a warm and welcoming environment for children. Playrooms are very spacious, giving children plenty of room to explore. Staff give a lot of time and consideration to the presentation of their rooms, which results in them being very attractively presented. Resources and toys are highly accessible indoors and out, covering the breadth of the areas of learning in the Early Years Foundation Stage. Consequently, there are vast opportunities for children to develop independence, as they make decisions about what to play with.

All children benefit from being outdoors on a regular basis. Each age group uses the outdoor area at pre-set times during the day and staff plan for activities by providing their own room box of resources. For example, pre-school children are currently developing their bat and ball skills. Children become confident with self-care routines. They demonstrate their understanding of good practices, for example, taking themselves to the bathroom to wash their hands after playing in the sand tray. Babies' personal care needs are expertly met by caring and consistent staff. They thrive on the individual attention they receive and enjoy cuddles and comfort in the familiar, colourful and attractive playroom. Staff effectively promote children's independence and sense of responsibility through a fantastic balance of child-initiated and adult-led experiences. For example, at snack times, staff teach children how to use various tools in safety as they show them the correct way to use a knife to spread jam on their croissant. More able children show their confidence in the task as they spread their own. Staff help children to learn about healthy

eating through exciting activities. For example, they do potato printing and food tasting at Chinese New Year, where they also try noodles. This helps them to learn about different foods. Staff also talk about the different foods at meal times and why they are good for you.

The times when children change room within the nursery are exceptionally well managed, with plenty of gradually increasing visits to support children's confidence. Parents are invited to meet their child's new key person and to view the room that their child will be in. A room transfer sheet is completed by the child's current key person, detailing children's likes, dislikes and stages of development. This ensures that the new key person can start immediately to plan effectively for the child. The support for children during their transition to full-time school is excellent. Staff contact the school and arrange visits so that children become familiar with the school environment. Reports and transfer forms are completed so that the school are aware of the child's needs. This also helps school staff to get to know the children.

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

Arrangements for safeguarding children in the nursery are excellent. This inspection took place following a notification to Ofsted from the provider, about a minor incident. Management have been very proactive to address the circumstances around the incident and it was found at the inspection that all requirements are more than adequately met. Extensive risk assessments for all areas of the premises are carried out daily to ensure children's safety remains paramount. The nursery is very well run by a knowledgeable, dedicated and reflective management team. Throughout the nursery staff have a superb knowledge and understanding of safeguarding procedures. They have an excellent awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. All documentation related to statutory requirements is completed to a very high standard to support the safe and effective running of the nursery. This includes a policy for the use of mobile phones and whistleblowing. Highly effective monitoring by management and staff ensures that staff-to-child ratios are easily maintained throughout the day. Children are further safeguarded by the nursery's robust employment procedures, which ensures the suitability of staff who work with the children. Annual appraisals, monthly staff supervision, management and senior staffs' observations of staffs' work, enables managers to sharply focus evaluations of staff practice to identify their strengths and areas for further development and training.

The management team is inspirational. They have an excellent overview of how the educational programme is monitored, which ensures children make rapid progress. They monitor planning in the rooms and check children's developmental tracking sheets and analyse them to identify areas for improvement. Self-evaluation is at the core of everything that the nursery does. The whole staff team takes ownership of it and work efficiently to make any identified changes. They have completed the Ofsted self-evaluation and identified areas for improvement that they are making excellent progress with. Parents' opinions are actively sought in a wide variety of ways. For example, through anonymous online questionnaires, comments slips in the entrance and exit questionnaires

when children leave. This helps the nursery to help parents have their say about all aspects of the nursery. Focussed leadership is highly successful in inspiring staff, who constantly evaluate the learning environment and look at how they can enrich the experiences for children. There is a very strong ethos of continual professional development for staff, in order to maintain excellent standards of care and learning for children.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. Parents are enthusiastic about their child's time at the nursery. They state that they would recommend the baby room because when they came to look around it felt right straight away. They are always made to feel welcome when they arrive and staff make it so easy to leave their children.

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	EY262600
Local authority	South Tyneside
Inspection number	953060
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	130
Number of children on roll	191
Name of provider	Just Learning Ltd
Date of previous inspection	17/04/2013
Telephone number	0191 5373333

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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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