

Busy Bees Day Nursery at Quedgeley

Merlin Drive, Quedgeley, Gloucestershire, GL2 4NJ

Inspection date	18/02/2014
Previous inspection date	08/04/2013

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		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 settle in quickly and become confident learners as key persons establish close and supportive relationships with them
- Staff are knowledgeable and provide a stimulating and well organised environment indoors and outdoors, which supports children's good progress in learning.
- Management effectively assess staff practice and encourage and support staff development, which has a positive impact on the quality of teaching and children's learning and development.

It is not yet outstanding because

- While staff have good relationships with parents to ensure children are well cared for, they have not fully developed approaches to supporting children's learning at home.

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 carried out observations of children inside and outdoors.
- The inspector spoke to parents and children.
- The inspector had discussions with management and staff.
- The inspector sampled a range of documentation such as policies, procedures and children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Catherine Clarke

Full report

Information about the setting

Busy Bees Day Nursery at Quedgeley registered in 1999. The nursery, one of a chain of nurseries operating nationally, is located in a mainly residential area of Quedgeley on the outskirts of Gloucester. It operates from three base rooms in a purpose-built, single-storey building. The enclosed outdoor spaces include safety surfaces with wooden adventure equipment and there is a sensory garden for children's outside play. The nursery opens each weekday all year round except for bank holidays and sessions are from 7am to 6pm. The nursery is registered on the Early Years Register. There are currently 155 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with English as an additional language and children with special educational needs and/or disabilities. There are 34 staff working with the children. Of these, 24 staff have appropriate early years qualifications: 3 have Early Years Professional Status, one has a qualification at level 6, 17 have a qualification at level 3 and 3 have a qualification at level 2. The nursery provides funded early education for two, three- and four-year-olds.

What the setting needs to do to improve further

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

- build on current good practice to develop a strategic approach to supporting children's learning through enjoyable shared experiences and activities at home.

Inspection judgements

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

Staff provide children with a stimulating learning environment and as a result all children make good progress in their learning. Staff support children learning English as an additional language and children who have specific educational needs and/or disabilities well. Staff carry out initial observations and work closely with parents to find out children's starting points when they start nursery. Staff use regular opportunities to find out from parents about what their child can do at home and what they enjoy doing so that they have a more accurate understanding of each child. They use this well to supplement their own careful and comprehensive observations. Consequently, they make accurate assessments of each child's progress and plan suitably challenging next steps around their interests. This also means that staff know children very well and quickly identify where a child might need additional support.

Staff plan routines so that children can spend extensive periods of time in free flow play. They use their knowledge of their children's interests and needs to organise resources in the rooms and outdoor areas so that children can play and explore independently and

make choices about their play. Consequently, children have time to become fully immersed in self-chosen play and develop their confidence as learners and their creative thinking. Children are able to explore how to make models such as simple aeroplanes from bricks and magnetic three-dimensional shapes. They enjoy extensive opportunities for practising their early writing skills with a range of paints and brushes. Younger children develop their small muscles as they use wax crayons to make marks on very big sheets of paper. Outdoors older children are provided with pencils and crayons to make treasure maps for their imaginary play. Children develop confidence and language skills as they talk with staff during their play and during small group activities. Staff teach children's maths concepts during every day routines and play. For example, children learn about number order as staff sing songs and rhymes with them. Staff talk with children about the different shapes they find in the sandpit. Children learn about other cultures through books and as staff introduce different recipes in their home language into their play in the home corner. Children to learn about friendships and playing collaboratively as they pretend to prepare meals in the home corner and as they play with small plastic animals together.

Staff communicate effectively with children. They use visual prompts and gesture to support communication with younger children. Staff interact skilfully with children to extend their language and imagination during their hunt. Staff extend children's language and thinking as they share stories with them and talk with children about what they are doing. They help children to understand about games with simple rules as they join their play in hide and seek. Staff use questions effectively to help children develop the storyline of their imaginative play.

Staff give parents ideas to support their child's development. Staff are starting to develop effective ways to involve parents in enjoyable home activities together such as sending simple play resources home. However, they have not considered every way of ensuring that all children and families benefit from this approach.

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

Children settle in to the nursery quickly and well due to the effective procedures in place. Staff work closely with parents to find out as much about the child as they can before their child starts so that they can plan for the child's needs. Settling in arrangements are flexible to meet individual children's needs, with parents encouraged to spend time with their child in the nursery. A good key person system is in place and staff quickly build up secure relationships with children. Staff find out key words in children's home language to support communication with children learning English as an additional language when they first start. Staff communicate effectively with parents about children's routines. They share with them what their children have been doing during the day. This supports consistency in care for children.

Staff provide positive role models. They listen to children attentively and show that they value them through their positive body language. Children behave well because staff set clear expectations of behaviour and make children feel valued. They plan activities and

resources that engage children's interest. Staff use praise effectively to help children understand positive behaviours such as sharing and waiting their turn. Children develop confidence and independence as staff give them time to think about how to put on their coats on their own. Staff work closely with parents to support the different stages of babies' and children's potty and toilet training, and make available suitable resources to support children's confidence and success.

Staff organise the rooms so that children have quieter spaces for relaxing and sleeping. Staff are vigilant to children's needs and so are quick to notice where a child might need more support to join in an activity and make sure they are nearby if a child is feeling less confident. They provide regular opportunities throughout the day for children to enjoy self-chosen play and learning experiences outdoors. They make sure children are suitably clothed for the weather and change any wet clothing after children have finished splashing in puddles. Staff have a good understanding of appropriate staff to child ratios and maintain these effectively. They deploy themselves well so that they can supervise the children's safety whilst allowing children to build their confidence in their skills and ability to manage risk. Staff provide carefully supervised cutting activities where they explain to children about using scissors safely. They talk with children about how they are playing on the slides and climbing equipment. Staff keep areas clean and tidy, whilst being mindful not to interrupt children's play. Children learn about healthy lifestyles as staff remind them to wash their hands before and after snack, and after playing in the mud. They teach children about germs and use visual cues by the washbasins to help them understand how to wash their hands properly. Older children know where to find tissues for their runny noses, vigilant staff prompt and support younger children to wipe their noses and put the tissues in the bin. Children enjoy physical activities outdoors, riding tricycles, playing on rockers, running and digging in the sand and mud. Staff also plan regular music and dance sessions. Children learn about healthy eating as they enjoy nutritious meals and snacks.

Children are well prepared for moving up to the next age group. They see older children playing outside in the adjacent play area and spend short periods of time in the room they are moving to. Staff have clear understanding of the expectations of school and so adapt the routine for older children to support this, for example, by eating in larger groups at mealtimes. They invite teachers to spend time in the nursery to find out about the children in a setting the children are familiar with.

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

Management is effective. Managers have a clear knowledge and understanding of their responsibilities under the Statutory Framework for the Early Years Foundation Stage. They are supported by a committed staff team.

Robust policies and procedures are in place to safeguard children. Comprehensive recruitment procedures mean that suitably qualified and experienced staff are appointed. For example, management check qualifications, undertake Disclosure and Barring Service checks and take up references. Management give a high priority to ensuring staff

understand safeguarding procedures to make sure they know what to do if they have concerns about a child's welfare. New staff undergo appropriate induction. Staff attend first aid and safeguarding training as relevant. Regular opportunities are used to check staff knowledge and to keep their knowledge current. Appropriate risk assessment is in place for all areas of the nursery. Staff carry out effective and regular checks throughout the day to monitor the cleanliness and safety. Management make good use of a range of systems to monitor health and safety which means that they are able to identify and act on any possible concerns quickly. Management carry out regular checks at the start and during each day to ensure suitable staff to child ratios are maintained. For example, if there are not sufficient staff in a room when a child arrives, staff know that they must explain to parents that for safety requirements they need to stay with their child until another member of staff arrives. Appropriate contingency plans are in place to quickly address this situation. Clear lines of responsibility are in place and identify appropriately qualified and experienced staff where the manager and deputy might be absent.

The management team has a clear understanding of its strengths and areas for development because it makes effective use of systems to monitor and review provision. Management uses this knowledge well to put in place a comprehensive and on-going development plan which supports continuous improvement. Parents' views are sought regularly, for example through satisfaction questionnaires and a parent partnership group. Children's views are sought through simple questionnaires. Busy Bees national team carry out rigorous audits of provision. The nursery make good use of monitoring visits by the local authority early years adviser. Managers carry out a programme of room observations and they involve staff in these. The nursery has made good progress in addressing action points and recommendations from the nursery's previous inspection, particularly in relation to planning for children's next steps. Managers have a clear understanding of the benefits of a well-qualified workforce. Consequently, it has put in place good systems to support staff development. An effective training plan is in place. Managers make effective use of regular one to one supervision meetings and annual appraisals. Staff are encouraged to develop their skills and interests through relevant qualifications and other training. The nursery identifies training opportunities provided in-house through Busy Bees as well as local opportunities. Managers attend network meetings to share effective early years practice.

Managers monitor the education programme well. As a result, they have strengthened planning systems to promote consistency in learning and development when the child's key person is absent. Children's records are comprehensive and kept up to date. Management analyse assessment data well to track children's progress in their learning and to reflect on the setting's effectiveness in meeting their learning needs.

Staff have effective partnerships with a range of other professionals in children's services. Knowledgeable staff are able to quickly identify where a child would benefit from further support and works closely with parents and, if relevant, with other professionals to put this in place. They are active in linking up with other settings that children attend to benefit children's learning and wellbeing.

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	101805
Local authority	Gloucestershire
Inspection number	949105
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	106
Number of children on roll	155
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	08/04/2013
Telephone number	01452 725533

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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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