

Busy Bees Day Nursery at Oldbrook

11 Duckworth Court, Oldbrook, Milton Keynes, Buckinghamshire, MK6 2RX

Inspection date	02/04/2014
Previous inspection date	08/12/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children play in a highly stimulating environment that provides a wealth of interesting experiences from which to learn. As a result children make excellent progress towards achieving their early learning goals.
- Children are secure, happy and confident. An excellent key person system has resulted in close attachments between staff and children creating a positive emotional environment.
- Close partnerships with parents and other agencies are extremely effective in ensuring that all children's individual needs are successfully identified and met.
- Managers and staff are highly motivated and work well as a team to continually drive up quality and standards.

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 children's play indoors and outside.
- The inspector and manager undertook a joint observation.
The inspector examined documentation, including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector spoke with staff, management, parents and children.
- The inspector tracked a sample of individual children to assess progress.

Inspector

Sue Skinner

Full report

Information about the setting

The nursery registered in 2007 as part of the Busy Bees Day Nurseries chain. It is registered on the Early Years Register. It operates from a purpose built property in Oldbrook, close to the centre of Milton Keynes and serves the local and wider areas. The nursery opens five days a week all year round, from 7.30am until 6.30pm, except on bank holidays. All children share access to enclosed outdoor play areas. There are currently 160 children, from nine months to five years on roll. Children attend for a variety of days and sessions. The staff support children who have special educational needs and/or disabilities. They also support children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 37 members of staff, of these, 25 have early years qualifications. The manager is currently working towards an early years foundation degree.

What the setting needs to do to improve further

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

- enrich the outside learning environment to provide greater sensory experiences for babies

Inspection judgements

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

Children are extremely happy at the nursery. They are active learners who are very eager to join in and have fun as they play. Children enjoy and benefit from an impressive range of stimulating toys, resources and activities, which provide them with rich and imaginative experiences. These significant experiences promote children's learning and development highly effectively across all seven areas and consequently all children are making excellent progress towards the early learning goals.

Children learn to enjoy literature as staff and parents read with them developing their curiosity about words and pictures. Teaching is very strong as staff promote children's social skills and confidence while at the same time extending their language and understanding. For example, they use story sacks with props to bring familiar books to life which engage children imaginatively. Group sessions support older children to link letters to the sounds they make. Children apply this knowledge as they ride on bikes outside and are encouraged to read the number plates which include letters and numbers. Children of all ages are developing good early writing skills as they use resources such as chinks, pens and paintbrushes to explore their ideas. Children who do not speak English as a first language and children with special educational needs are well supported. For example

they are provided with visual communication books and small group experiences using the interactive whiteboard that provide meaningful opportunities to develop vocabulary.

Staff use language extremely effectively to extend children's mathematical understanding as they encourage children to talk about 'one more and one less than' during snack, asking questions like 'what comes after five?' Children count as they sing 'The Grand Old Duke of York', climbing up and down a grass mound in the garden, comparing numbers of steps as they move. 'Wow' stars congratulate children on achievements such as counting backwards from 10. Daily opportunities are provided for children to measure, for example, as they talk about heavier and lighter, as they weigh blocks with scales. They make numerals out of play dough and match these to objects.

Staff encourage children to be curious in their learning. For example, when playing outside they dig for worms and count how many they find. Learning is then extended further by talking about the treatment and needs of living things. During snack time staff and children discuss countries that they might fly to on an aeroplane extending knowledge of the wider world. Children water beans they have planted in the outside garden and watch them grow. Staff link this to the story of 'Jack and the Beanstalk' helping to make connections for children.

Staff demonstrate an excellent understanding of the learning and development requirements for the Early Years Foundation Stage. They plan extremely effectively to support children's individual needs, observing children closely and making precise assessments to plan for future learning. These reflective assessments securely pinpoint children's starting points and interests. The assessments of children are consistent throughout the nursery. Staff plan exceptionally well, supporting all children's ages and stages in a very wide range of learning areas, indoors and outside.

Highly successful strategies to help children as they transfer into the next age group or move onto school are used. Settling-in arrangements, close observations and reports on the children, are used by staff to help children to become confident. Therefore, children are able to feel content and as a consequence settle quickly and learn effectively. The nursery manages children's learning in an enthusiastic and enriching way. Timely interventions ensure that children receive the support they require when needed. All staff have an outstanding knowledge of children's backgrounds and emerging interests which has resulted in a strong emotional environment which is crucial for children's all round development.

There is an extremely sharp focus on helping children to develop positive characteristics in relation to making learning as effective as possible. Children are given lots of encouragement to be as creative and independent as possible in relation to their ages and abilities. For example they experiment in the outside 'mud kitchen' and help during snack time. Opportunities to play inside and outside are chosen by the children and this results in children being curious and extremely well motivated to learn.

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

There is a thorough settling-in process so children are fully supported as they come into the nursery. Parents spend time in discussion with the child's key person and are encouraged to stay and support their child until they are ready. Children's personal, social and emotional development is strong because they are supported to develop close and warm relationships, which results in them feeling secure and settled. An excellent key person system enhances children's well-being. It ensures that children grow in confidence as familiar adults plan for their next steps of learning. Staff routinely monitor children's levels of well-being and involvement in activities and address any concerns. When children move between rooms the transfer is handled effectively. There are very strong links with local schools and staff ensure that children are well prepared to move onto the next stage of education.

Children have very good opportunities to develop their physical skills. Older children climb and balance on equipment which encourages a high degree of skill to move around on, such as, a large climbing frame and wooden stepping stones. They build dens using crates and fabric effectively working together as a team. Children use a thick rope to pull themselves up a steep grass mound and pedal a variety of challenging equipment that requires a high degree of balance. Babies have their own special outside space and here they can freely explore as they push along toys, pull themselves up and learn to walk with support from caring staff. There are, however, fewer opportunities for babies to have rich sensory experiences outside.

All rooms are clean and attractive, with soft furnishings, so that children have a high degree of comfort in which to relax. Children are learning about healthy lifestyles as they are encouraged to eat balanced meals and snacks and are taught to manage their own personal hygiene effectively. Daily 'wake and shake' sessions encourage children to stay fit and healthy. Children are encouraged to wash their hands before snack and demonstrate that they do this routinely, maintaining good hygiene standards. Close attention is paid to younger children as they are supported to clean hands and faces after eating sticky jelly. Staff have robust hygiene procedures for nappy changing which reduces the risk of cross infection and promotes children's health appropriately. Staff apply effective systems to safeguard children, for example, by the use of different coloured plates to identify allergies and food preferences.

Children in the nursery are very well behaved and have a positive attitude to learning, which shows that they feel safe and secure. Staff implement excellent behaviour management strategies and help children to understand behavioural expectations. Staff take full account of children's level of understanding when using these strategies. There is a vibrant yet purposeful atmosphere. Staff present as positive role models to children and genuinely appear happy, smiling as they play and interact in a variety of situations. This has resulted in a healthy emotional environment, which is essential for children's all-round development. Staff in the baby room smile, play and encourage children to join in with activities, and in return babies are content, curious and happy. Toddlers roll giant balls down grassed banks and chase after them laughing as they run. Older children have the challenge of using magnets to find objects in a sand tray. Puppet dolls are used to support children's personal, social and emotional development and to address issues such as

changes in life, like moving house.

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

Staff have a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. There is an extensive range of policies and documentation to enable staff to meet the requirements of the Statutory Framework of the Early Years Foundation Stage. For example, the management team provides information for parents and staff regarding the safe use of mobile phones. Risk assessments and policies are regularly reviewed to ensure that they are effective and staff sign to say they have read and understood them. Robust systems are in place to check the suitability of staff to work with children and this is monitored and recorded. Management take thorough measures to supervise staff to ensure they are more than capable to work with children. The manager does not hesitate to take action if she has concerns about staff conduct, health or abilities to fulfil their roles. Safeguarding of children's welfare is given the highest priority. The manager provides ongoing support, training and coaching to make sure that staff carry out their roles successfully.

The manager and room leaders closely supervise on-going staff development and target training for staff when it is needed. Staff have received appropriate training, for example, on paediatric first aid, food hygiene and safeguarding. They have an excellent understanding of how to protect children and are aware of the procedures they need to follow if they have a concern about the well-being of children. Staff are also aware of what actions to take if they have safeguarding concerns about each other. Child protection information is displayed clearly in all rooms with explicit systems visible at all times for all staff.

Staff record information and share this with parents when children have accidents. The manager closely monitors accident records, in conjunction with risk assessment to ensure that their safety measures are effective. Fire evacuation drills are practised regularly and risk assessments are carried out to ensure the suitability of the premises and the safety of equipment. Older children are also involved in risk assessing the environment which encourages them to be safe.

The manager has an in depth overview of children's learning and development and monitors the provision and staff exceptionally well. Systems for ongoing self-evaluation are highly effective and they help to identify a clear plan for future improvements. The management and staff reflect on their practice through their own self-evaluation. They identify areas for development, for example, the further development of the outside area for the youngest children and increased support for children who do not speak English as a first language. There are good links with the community, including local primary schools and Children's Centres.

Relationships with parents are outstanding. Parents speak very highly of the nursery and say they are confident and trust that the staff look after their children well. Parents are

involved with their children's learning and feel they are kept well informed with newsletters, emails and regular discussions with their child's key person. There is a parent partnership group that meets to represent the views of parents as well as having input into the nursery's self-evaluation process. When children start at the nursery, parents are given information about the Early Years Foundation Stage. Parents know who their child's key person is and report that all the staff are 'easy to talk to'. Parents comment that relationships are genuine and 'not just a job'. The nursery engages highly effectively with parents to promote successful strategies to support children's learning at home. For example, parents are given suggestions for things to do at home, such as building things together and looking at different types of animals. The nursery provides parents with a 'tip of the month' which supports children's language development. For example, parents are encouraged to point out and name objects to children when they are shopping. As a result many parents are sharing their observations with staff and understand how to extend activities at home. This benefits children's learning significantly.

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	EY307524
Local authority	Milton Keynes
Inspection number	960680
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	160
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	08/12/2011
Telephone number	01908 231 475

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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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