

Busy Bees Day Nursery at Maidstone Hospital

Maidstone Hospital, Hermitage Lane, Maidstone, Kent, ME16 9QQ

Inspection date	01/04/2014
Previous inspection date	21/02/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide free-flow play to enable children to play in areas where they learn best and can benefit from fresh air.
- Children play in a welcoming environment where their work is displayed around the rooms, promoting their self-esteem.
- Children behave well and learn to respect others because staff praise them for their achievements.

It is not yet good because

- The system for observation, assessment and planning is not fully embedded and some staff do not fully extend children's communication and language skills. Therefore, activities and resources are not always used successfully to provide challenging learning experiences for individual children.
- The key person system is not always consistent to meet all children's individual needs or fully promote partnerships with parents at times when children move rooms and change key people.
- Monitoring procedures have identified weaknesses within the provision but are not yet fully established or embedded to promote positive changes to outcomes for children.

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 spent the majority of the inspection observing staff interacting with the children in all rooms.
- The inspector held joint observations with the existing manager and new manager in several rooms throughout the nursery.
- The inspector held discussion with the management team regarding safeguarding, policies, procedures and children's assessment records.
- The inspector spoke to parents to obtain their views during the course of the inspection.
- The inspector reviewed documentation.

Inspector

Jane Wakelen

Full report

Information about the setting

Busy Bees Day Nursery at Maidstone Hospital opened in 2005 and operates from a purpose built, single-storey building in the grounds of Maidstone Hospital, Barming, Kent. The nursery is open each weekday from 6.45am to 7pm for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. There are currently 181 children on roll in the early years age range. The nursery receives funding for the provision of free early education to children aged two, three and four years.

The nursery employs 38 staff. Of these, 24 hold appropriate early years qualifications including the manager. The nursery receives support from the company early years coordinator.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the programme for communication and language through monitoring the quality of teaching so that adults offer purposeful interaction with children to build on their vocabulary and encourage them to use language to organise their thoughts and ideas
- improve observations, assessments and planning so that activities and resources are used to provide challenging opportunities to meet children's individual learning needs both indoors and outdoors, with particular regard to technology, role play, creative and literacy resources
- improve the consistency of the key person approach to meet children's individual needs during the day and to support the transitions between rooms in partnership with parents.

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

- further develop the monitoring systems to enhance the quality of teaching and the educational programmes for children.

Inspection judgements

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

Children make satisfactory progress in their learning and development because staff have an adequate understanding about the requirements of the Early Years Foundation Stage. Staff work as key people and carry out regular observations of children's learning. However, this information is not used consistently by staff to identify children's interests, stages of development in order to plan next steps in children's learning. Consequently, some children do not engage or show good concentration because activities provide little challenge. Parents are encouraged to contribute to the assessment process and receive two formal consultations throughout the year. The key person regularly shares information with the parent and encourages parents to share information for their child's file. Parents of the younger children have a daily diary that goes home on a daily basis providing secure opportunities to have a good two way-flow of information.

Staff select resources, and place these on the tables and carpet area in the room for children to make choices about what to play with. Staff demonstrate sufficient knowledge of their key children to promote sound relationships with them, therefore, supporting the settling in process. However, staff often supervise as opposed to fully engaging in children's play. As a result, learning opportunities are missed. Staff talk to the children when they are playing, asking some appropriate questions to interact with children. However, many questions only require one or two word answers and do not effectively extend children's communication skills. Staff sometimes fail to offer new words to extend children's vocabulary or offer additional information to extend children's understanding or to promote further questions. Nonetheless, the majority of older children are confident communicators and talk to their friends when playing or ask staff for support with an activity. Very young children are beginning to babble and develop their speech, learning through visual clues such as facial expressions.

All children have the opportunity to benefit from fresh air because of the free-flow system in operation that is available for the majority of the day. This enables children to make choices about where they learn best. Resources such as the climbing platforms and the balancing beam provide children with opportunities to develop their large physical skills. Many children enjoy practising their balancing skills and need for speed on the robust scooters, developing spatial awareness. Younger children have toys suitable for their skills such as stepping stones and the static wooden train. In addition, painting with water and chalking are also favourite outdoor activities. However, there are limited toys to transport around the garden to develop children's creativity and imagination. This reduces learning opportunities for those active children who prefer to learn outside.

Staff use books in every room for quiet time and to promote small group time outdoors and indoors. Many children enjoy sharing books with the staff and demonstrate sound concentration and listening skills. However, some staff miss opportunities to extend the older children's understanding through appropriate questioning and recognition of letters and sounds through story time. Mark making equipment is available for all children using various mediums such as sand, paint, water and pens. Very young children are developing

their pincer grips as they eat their snack or use the brush in the sand. Older children demonstrate good control with paint and pens, drawing recognisable pictures and some writing letters of their name. Words and pictures are not used well throughout the nursery to provide effective labelling for resources to further support children's understanding and recognition that words have meaning.

Staff are beginning to use the environment to support children's learning. For example, they plant herbs with the children, encouraging them to smell them and dig in the soil, discovering what plants need to grow. Play with natural materials such as sand and water further enhance children's activities and learning. The staff are aware of the importance of inclusion and provide activities that all children can take part in. Children learn about different celebrations and religions through topic based activities such as Chinese New Year and St Patricks Day. Staff provide art and craft activities and food tasting, enabling children to learn in an active way about the world in which they live. Those children who learn English as an additional language are supported by staff who obtain some simple words in the child's home language. This helps children settle and feel valued. Children play well alongside each other, accepting each other's differences. Technology is used occasionally in the older children's rooms, although children lose interest due to limited programmes available. Younger children enjoy toys that provide cause and effect, resulting in tunes or flashing lights.

Staff encourage children to use their imagination through play and provide role play areas in most rooms. However, some of these areas are not well equipped resulting in children not making full use of this area of learning. Children enjoy opportunities to listen to music and are beginning to sing some songs from memory. The youngest children enjoy listening to nursery rhymes from musical toys and when staff sing to them.

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

A key person system is in operation with the majority of parents able to name their child's key person. However, this system is not fully embedded to ensure parents are involved in the transitions when children move from room to room as they move through the nursery. This inevitably results in a change of key person and therefore a lapse in continuity. The majority of key people know their individual children's likes and interests. They verbally explain what they are working on with their key children, but this is not always effective in practice. Consequently, staff do not always plan sufficiently appropriate activities or consistently meet children's care needs throughout the day. For example, in all rooms the routine of the day often overtakes the individual needs of the children. When children become tearful and need a cuddle, some staff continue to tidy up as opposed to cuddling the child. This does not always help children feel secure. The majority of children behave well and understand the rules of the setting. Staff offer praise and encouragement to all children and this helps them understand right from wrong. The majority of older children demonstrate good independence when toileting and washing hands.

Staff promote a healthy lifestyle for children through daily outdoor play and a healthy balanced diet, with morning and afternoon snacks. A well-planned menu is in place and

has been recognised by an awarding body for the fresh ingredients used. Children's dietary needs including cultural requirements are taken into account when the menu is prepared to meet children's individual needs. Staff encourage children to wash their hands before eating and after using the toilet to promote self-care skills. However, staff do not encourage children to wipe their own noses by making tissues easily accessible or to wash their hands after wiping their noses to promote good hygiene. Staff implement sound hygiene procedures when changing children's nappies through the use of gloves and aprons. The mat is cleaned appropriately after every use to protect children from cross infection. Suitable procedures are in place to record medication along with written permission from the parents to administer. All medication is also stored out of reach of children but is accessible to the staff.

Children learn to keep themselves safe because staff carry out daily risk assessments to check the outdoors and indoors. Children are able to demonstrate how to keep themselves safe as they put their arms out to balance on the beams and hold onto the hand rail when climbing up the ladder. Children confidently talk about how to be careful with knives during snack time, but enjoy giving vivid stories of what might happen if they are not. Staff remind children why they must not climb on the small settee in the pre-school room or run indoors near the sand. Good procedures are in place for the safe arrival and collection of the children, including the key pad and the use of the key fobs. Consequently, children are well protected while in the nursery.

Staff plan activities using an adequate range of resources to cover the seven areas of learning overall. However, quantities are not always sufficient to enable children to fully develop and extend their play, for example when trying to build a train track. Resources are accessible to children in all rooms with different storage containers for the various aged children. However, choices for resources in some areas of learning are limited throughout the nursery resulting in some children struggling to find activities that fully engage their interest or enhance their all-round development.

Staff demonstrate a suitable understanding of the skills children need to develop and learn in preparation for their move to school. Therefore, staff provide names cards for the children and name pegs to encourage children to become familiar with their written name. Some opportunities are offered to support children further to recognise letters and sounds. Children are able to put on their coats and shoes and demonstrate developing self-care skills. They understand the rules at mealtimes and are becoming confident, active learners. Teaching staff from local schools are invited to visit the nursery towards the end of the summer term to enable them to meet the children and begin to learn about their individual personalities. Staff share written information in partnership with parents to fully support this move to school.

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

This inspection took place due to Ofsted receiving concerns and a notification from the provider. The concerns related to safeguarding children, behaviour management,

suitability of staff, staffing ratios, partnership with parents and general setting information. The provider has carried out an internal investigation, having followed the correct procedures for reporting concerns. The nursery decided no further action was necessary. This inspection found that children were kept safe and safeguarding procedures within the nursery are sufficient to promote children's welfare. Secure, robust procedures are in place for staff recruitment and regular supervision and appraisals ensure the ongoing suitability of the staff. Staff were observed managing children's behaviour in an acceptable manner, however, some staff tend to use loud voices when trying to be heard above the children. Staffing ratios were observed and were met on the day of the inspection. However, staff do not always deploy themselves effectively when operating free-flow between outside and inside. Consequently, some children are able to play in areas where staff cannot see them for short periods of time or areas where staffing ratios are not correct for the numbers of children. The inspection did identify some concerns around partnership with parents and consequently a notice to improve has been issued.

Safeguarding is promoted throughout the nursery, with staff having to attend regular updates on training. The written policy is issued to all staff and implemented into practice throughout the nursery. All the relevant documentation is in place and accessible to parents and staff to further promote children's well-being. The majority of staff are able to name the designated child protection officer and explain the procedures to follow should they have any concerns about children in their care. A whistle blowing policy, social media and mobile phone policy is also implemented and issued to staff. These policies are fully supported by the secure procedures for the arrival and collection of the children, preventing unwanted visitors to the nursery from entering. Thorough risk assessments are in place and staff review these on a regular basis to promote children's safety in the nursery.

Recruitment is a well established procedure that is overseen by the head office of the company. Systems to recruit staff ensure staff are suitably qualified and have all the relevant checks taken up. Their ongoing suitability is monitored through regular supervisions, appraisals and general daily monitoring. All staff undertake regular training courses both in-house and externally to help keep their knowledge and skills up to date.

The manager is extremely new to the setting and has not had the opportunity to make any changes before this inspection. The company and previous manager have carried out effective monitoring systems throughout the whole nursery and have identified the many areas to develop and improve. From this process, targeted action plans are being developed, involving staff in this process. Regular staff meetings and room management meetings are being planned to bring about the necessary changes to the nursery to improve opportunities for children. Weekly monitoring and observations are in place together with additional monitoring systems to ensure children are making adequate progress in their learning are in place. However, there are still weaknesses in the educational programmes due to lack of challenging activities and resources, and inconsistencies in the quality of teaching.

Partnerships with other providers and professional agencies are developing. Teaching staff from the local schools come into the nursery to support children during the time children are taking the next step in their education. In addition, providers that share the care of

the children are kept informed by the child's key person about their next steps. Any children receiving care from external agencies is acknowledged by the nursery and any guidance implemented to promote the child's individual care needs.

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	EY299059
Local authority	Kent
Inspection number	960669
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	112
Number of children on roll	181
Name of provider	Just Learning Ltd
Date of previous inspection	21/02/2013
Telephone number	01622 226515

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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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