

# Busy Bees at Hull

Caughey Street, HULL, HU2 8TH

<b>Inspection date</b>	28/03/2014
Previous inspection date	08/10/2012

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

- Children enjoy a range of experiences inside and outside and make adequate progress in their learning and development.
- Children's emotional well-being is effectively supported, beginning with a planned settling-in procedure, so that children are settled and happy. Effective partnerships with parents have been developed, this ensures that relevant information about children's care and learning is shared successfully.
- The new manager is being proactive in identifying improvements that will support children to make better progress in their learning and development.
- Children feel safe and secure as they have a warm and trusting relationship with staff that have a satisfactory understanding of how to safeguard them.

### It is not yet good because

- The quality of teaching is variable across the nursery. This impacts upon children's learning and the progress from their starting points to the early learning goals.
- Some staff do not effectively support children to manage their feelings and behaviour. This means that some children are not supported to understand how their behaviour can affect others.

## 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 observed activities in all the rooms and the outdoor areas.
- The inspector spoke to parents to obtain their views on the nursery.
- The inspector looked at children's learning journals, staff planning and nursery policies.
- The inspector conducted a joint observation with the manager.

## Inspector

Rose Tanser

## Full report

### Information about the setting

Busy Bees at Hull is one of a number of daycare provisions owned by the Busy Bees Nurseries Group. The nursery has been operating since 2003 and was taken over by the present company in 2009. The nursery is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a ground floor purpose built facility, which is situated close to the centre of Kingston-Upon-Hull. There is a fully enclosed garden area for outdoor play. The nursery operates each weekday, all year round between the hours of 7am and 6.30pm, excluding public holidays. It supports children who have English as an additional language. There are currently 70 children on roll. There are 17 staff employed to work with children in the nursery, 12 of whom hold appropriate childcare qualifications at level 3 or above. There are also two level 2 qualified members of staff. There are a cook and cleaner employed. The setting is a member of the National Day Nurseries Association.

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

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

- maintain a rigorous programme for checking the quality of teaching and identifying its impact on children, so as to act swiftly to eliminate any underperformance and to meet all children's individual needs
  
- ensure consistent approaches by staff in managing children's behaviour, so that children learn to understand how they behave affects other children and adults in the nursery.

### Inspection judgements

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

Children enjoy a range of activities and experiences that adequately cover the seven areas of learning. When children begin to attend the nursery staff identify their starting points and plan activities to support their learning and development. The structure of the day provides opportunities for children to follow their interests, both indoors and outside. The youngest children explore in the sand and water trays, helping them to understand the properties of natural materials. The older children use different materials, such as paint and chalks to make marks, supporting the development of their early writing skills. Staff plan adult-led 'together time' for children to promote their understanding of numbers, sounds and letters. However, the quality of some teaching is variable and does not always ignite or engage children's interest and this impacts upon their learning. Also, some groups are too large, which makes it difficult to meet every child's needs.

Staff plan for individual children to support their progress in the nursery. They collect observations and interact with children to identify their next steps. The plans cover the areas of learning, giving children opportunities to progress across all seven areas. Children are supported in developing their personal, communication and physical skills and this means that children have the skills for their next stage of learning, including being ready for school. Staff support children's development by joining in their play and extend the learning by introducing new resources. The babies enjoy the addition of balls into the water tray. They observe staff dropping the balls in the water and eagerly join in. A member of staff joins in with the older children as they act out a well-known story. She reminds them of the events in the story and children join in with the repeated refrains that are in the story.

Parents are made very welcome by the nursery. There are events for them so that they can spend time with their children in the nursery. The nursery invites parents to afternoon tea to celebrate Mother's Day together, promoting good partnerships. Parents enjoy joining in with their children's creative activities, such as making cards. When children start in the nursery parents are asked about their children's development and interests. This means that they are involved in their children's learning from the start. Staff share children's learning with parents through meetings and learning journals. Staff send 'home observation' sheets for parents to record their children's achievements. These are used to further support staff in planning children's next steps. The statutory progress check at age two is shared with parents. This helps them to understand their children's progress and to plan for future learning, both at home and in the nursery.

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

Every child has a key person, who promotes their well-being through secure attachments. The nursery invites children and their parents to come for short sessions in the nursery prior to starting. This prepares children well as they become familiar with the daily routine and activities. During these sessions staff identify if children are beginning to make attachments to particular adults in the nursery. This adult, whenever possible, takes the role of key person. The nursery have a buddy system to ensure that if a key person is not at the nursery another member of staff will take that role. As children prepare to move to a new room their key person takes them for a number of visits so they are familiar with their new environment. They get to know their new key person before the move and this helps to promote children's emotional well-being. Children generally behave well, in line with their stage of development. Staff remind children about the rules and ask them why there are rules. Children understand that they must not run in the rooms as they might bump into other children. However, the management of some children's behaviour, by some staff, is variable and does not support them to negotiate their conflicts, but rather provides adult solutions all the time. This does not help children to understand how their actions affect others and how some behaviour is unacceptable.

Staff keep children safe through daily risk assessments and ensure children are always well supervised. Children are encouraged to take risks, which motivates them to try new experiences. They enjoy balancing on wooden blocks and mastering the skill of riding

bicycles. They learn to be independent as they choose from a range of resources, inside and outside. Children have space to move freely and play games that promote cooperation. A group of children enjoy playing a traditional game where they take turns to be the wolf and try to catch each other. Children enjoy a range of healthy snacks and drinks during the day. They are encouraged to help themselves, helping them to become increasingly independent. The nursery provides a wide range of freshly cooked meals, which children eat together in their rooms and staff sit with them and talk about healthy food. Mealtimes are used as times for children and staff to chat together, promoting children's social skills. All children have time outside everyday, where they can enjoy physical exercise, beginning to understand how this helps them to be healthy. Children are reminded about the importance of washing their hands. Staff talk with the youngest children about germs as they wash their hands. This further promotes children's understanding of how to stay healthy.

Parents know who the key person for their child is and each room has a display with photographs of staff and the names of children in their group. Parents speak highly about the level of care that their children receive from all staff. They understand the importance of the key person role and how it supports the well-being of their children. They are confident that their children are happy in the nursery and feel welcome at all times. Children who have English as an additional language hear their home languages spoken by staff in the nursery. Staff display key words, such as 'hello' and 'toilet' in children's home language to use when children attend. This encourages all children to feel involved and valued.

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

This inspection was brought forward due to concerns about the provider not informing Ofsted of a change of manager. At the inspection there was evidence to show that statutory requirements had been met. The recently appointed manager has identified the priorities to be put in place for the nursery to improve. However, the impact of improvements cannot yet be observed in the nursery in this short time. The manager ensures children are kept safe through regularly reviewed policies and procedures that promote their well-being, for example, the behaviour and safeguarding policy. Staff are all trained in safeguarding and know how to protect children effectively. The manager ensures that new members of staff are suitable by following safe recruitment guidance and obtaining relevant checks. There is an induction process for all new staff that supports them to understand their roles and responsibilities. All members of staff complete an annual declaration to inform the manager that they continue to be suitable to work in the nursery. Staff have regular supervisions to discuss children and identify any training needs to help them be more effective. There is a training plan in place for the nursery, which includes improving children's early writing and communication and language.

The manager is implementing systems to monitor the quality of teaching through observations. This is not yet fully in place and as a result, the quality of teaching is currently too variable to enable all children to make good progress. The manager monitors

children's learning through putting together an overview of all children's attainment in the nursery. This information is used to identify if any groups of children are not making progress over time or if there are any areas of learning where the majority of children are not progressing. She is developing procedures to ensure the accuracy of staff assessments through the monitoring of children's learning journals.

The manager demonstrates a strong driving force to improve the nursery at a good pace. She is well supported by the parent company to put improvements in place through training and mentoring. The manager is building strong partnerships with parents and ensures that she is available for them if they have any questions and comments. She asks for their views about the nursery to help her plan improvements. The manager is determined to improve the outcomes for children in the nursery.

### **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

<b>Unique reference number</b>	EY392495
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	960119
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	08/10/2012
<b>Telephone number</b>	01482620388

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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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