

# Busy Bees Day Nursery at Chatham

Brunel, Chatham Maritime, Chatham, Kent, ME4 4AF

<b>Inspection date</b>	29/04/2014
Previous inspection date	11/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	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

- The management and staff display strong commitment and dedication towards ensuring the nursery is a safe, happy and exciting place where children enjoy playing and learning together.
- The leadership and management of the setting is outstanding and provides highly effective, efficient and continuous support to children, staff, parents and carers.
- The key persons establish highly effective relationships with children from the start.
- The management and staff have established an excellent and productive working partnership with parents.
- The environments both indoors and outside are highly stimulating and challenging for children to enjoy and learn.
- All staff work extremely well and efficiently as a team, to the benefit of the children attending.

## 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 interviewed the managers and room leaders.
- The inspector sampled records and documents.
- The inspector observed and talked with children and members of staff.
- The inspector provided feedback to the management team.

## Inspector

Mary Vandeppeer

## Full report

### Information about the setting

Busy Bees Day Nursery is one of a chain of nurseries run by Busy Bees Day Nurseries Limited. It opened in 2008 under present management and operates from four base rooms in a purpose-built building in Chatham, Kent. The intake of children is from a wide catchment area. Children have access to two enclosed outdoor play areas. The nursery is open all year around, on weekdays from 7am to 7pm. The setting is registered on the Early Years Register. There are currently 134 children in the early years age group on roll. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities. The setting employs 23 staff, who work directly with the children, of whom 18, including the managers, hold appropriate early years qualifications. There are five staff working towards a qualification.

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

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

- review and build on the resources available that promote children's knowledge and understanding of other cultures and people who are different from themselves.

### Inspection judgements

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

The management and their staff team show dedication and a strong commitment to making sure all children experience and enjoy a stimulating and challenging range of resources. Key persons are very skilled at adapting these, to suit children's individual stages of development and needs. Staff expertly plan activities, using their very thorough knowledge of the children's interests and capabilities. This enables children to become engaged in their learning. Future plans are also based on regular observations of children's play and any identified next steps. These observations are regularly monitored; helping ensure each child makes very good progress across all the learning areas. Staff use photographs to support their written evaluations of children's achievements, in individual learning journals. These are always readily available to parents. Key persons are highly efficient in creating individual play plans for children who would benefit from additional support. Children have opportunities to explore, try out new things and build on skills they already have. For example, the babies show real enjoyment in feeling and generally messing around with 'gloop', a mixture of water and cornflour. Older children enjoy puppet play, story time with props that enable children to act out familiar scenes. Art and craft areas have a variety of materials and working tools, including scissors that children use creatively and safely.

Children are interested and keen to learn, they are able to use the varied range of play opportunities on offer. Staff display an excellent understanding and sensitivity in their guidance and interaction with them. They play and support children, for example in early physical development, as babies find their feet and begin to take their first steps. Management and staff have begun to introduce new and innovative ways to give children new ideas to work with, such as helping children in their mark making and writing in a fun way, using music as a guide. Daily outdoor play means children benefit from being in the fresh air and using a challenging range of equipment, to give them confidence in their physical abilities.

Individual children's involvement and participation in activities is supported extremely well through the skilful input of staff. They observe and question what the children are doing, for example, as they build towers with different sized blocks or in role play. These opportunities show that adults use size, numbers and colour to promote children's understanding of measuring and counting in a practical, engaging way. Mark making, letter and number recognition also help children's learning. Use of interactive games and technology equipment helps to promote children's knowledge of how to use a mouse compared to a touch screen, as well as further promoting matching, colours, letters and numbers and an understanding of the need to take turns. Overall, access to small world figures and books, mean children are able to learn about different cultures and respect other people and how they live. Adult led activities allow children to practise their listening skills as they take part in story-telling and singing action rhymes. Children are often encouraged to talk about their home and family, which gives them a sense of where they belong and helps them to feel secure.

Children are able to make many independent choices about how they spend their time in the nursery. They are able to decide when they have their snack and can always get a drink of water when they want to. Older children show their understanding of letters and words by picking them out on labels. Younger children practise their emerging writing skills as they use resources such as brushes, water and paint to make marks. It is very clear that all children thoroughly enjoy and benefit from their time at the nursery.

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

It is clear that children feel secure and valued at the nursery. Staff ensure that everything is done to help children settle quickly and cheerfully. They also display a very good understanding and sensitivity in making sure children feel safe in their care. Staff supervise children extremely well. They offer guidance and provide excellent support in their play, helping them to learn successfully. The key-person system is very effective in promoting children's feelings of safety and builds on the trust they clearly have for the adults who care for them. Children with additional learning needs are supported really well. Staff act swiftly on advice from parents and other specialists. They are always ready to ensure activities meet individual children's varying needs. All key persons work very closely with parents and other carers. This results in efficient sharing of information and meeting children's emotional development highly effectively. The majority of staff working

with the children have an up-to-date first aid certificate. Therefore, if children suffer any minor injuries, these are treated skilfully and knowledgeably.

The meals and snacks are freshly prepared, on the premises, using fruits and vegetables in season. Children clearly thoroughly enjoy the food they are served and are encouraged to try new tastes. Children are learning about eating healthily, as they enjoy balanced and nutritious food, with water, juice or milk to drink. Extremely effective risk assessments are carried out regularly, some daily, to help identify any hazards. These are dealt with efficiently; ensuring children are cared for in a safe environment. Children are taught how to keep themselves safe in an emergency. For example, they regularly practise evacuating the building. Staff also teach children the importance of washing their hands before eating. This means they become more independent as they get older.

During the day, all children enjoy access to the excellently resourced outdoor play area. Children behave very well, developing their skills by playing alongside their peers, together in small groups, or with older children. Staff provide excellent support and supervision that promotes respect for each other throughout the nursery. Children are also very well prepared for new challenges they may face in the future, for example, meeting reception teachers from local schools. This helps to prepare children for the next stage in their lives. Staff organise the daily routines very well, including arrival and collection times, to ensure children are happy and settled.

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

The nursery has highly effective arrangements in place to implement the requirements as set out in the Statutory Framework for the Early Years Foundation Stage. They consistently ensure they implement and monitor any changes and improvements to the nursery. They also continuously track the quality of early years teaching provided for all children.

Staff display an extremely knowledgeable and clear understanding of the safeguarding procedures. They know what processes are in place, should they have any concerns about children in their care. Secure systems covering the collection of children ensure authorised adults pick them up. The rigorous and robust recruitment process, supervision and effective appraisals, mean staff provide a very good quality of teaching, support and experiences for children and their families. Management are committed to ensuring all staff checks are regularly updated, to ensure all adults remain suitable to work with children.

The self-evaluation system in place is open, very efficient and always continuous. There are regular management and team meetings that identify and address any queries from staff. Feedback from parents is also analysed and followed up. The supervisor and management team monitor staff and have regular supervision sessions. This practice enables them to discuss and act on any issues that may arise. The managers, who use them to contribute to improving the setting, take on board the views of children, parents

and staff. There are parent notice boards and full staff information, for example, on their qualifications and training. Photographs displayed around the nursery, show some of the activities the children experience each day. The management and staff readily welcome suggestions to improve what they offer and encourage parents and children to contribute their ideas.

All staff participate in a carefully planned programme of professional development. This helps the management and staff meet the different needs of children attending effectively. Parents say their children settled well at the nursery and thoroughly enjoy themselves. They also stated that they are very pleased with the setting and describe the managers and key persons as very professional, approachable and supportive. Parents are clearly familiar and knowledgeable about the routine and organisation of the setting, showing this as they bring and collect their children. They are able to keep up with their children's achievements because they can see their children's learning journey folders at any time. Parents say that the daily informative conversations they have with key persons are much appreciated. Their comments show that the children benefit from a wide range of enjoyable experiences, which promotes their excellent progress and development.

All required consents are obtained from parents, so that staff are able to speak with other professionals or deal appropriately with any child's individual needs. The managers and key persons value the partnerships they have built up with local agencies and professionals, such as speech and language experts and schools. They make good use of the information obtained to help promote children's development and well-being. Children's personal, social and emotional development is given excellent attention by the staff. Children are able to develop and build on confidence, which, in turn promotes their self-esteem.

## 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>	EY289894
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	967504
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	134
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	11/10/2011
<b>Telephone number</b>	01634 890250

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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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