

Busy Bees Day Nursery at Beverley

Butterfly Meadows, Grange Way, Molescroft, Beverley, North Humberside, HU17 9GP

Inspection date	09/04/2014
Previous inspection date	12/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Teaching is good because the staff fully understand how to promote children's learning. This results in high expectations for their achievements, and consequently, children's progress is good given their starting points and abilities.
- The permanent staff team are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Partnership working with parents is robust. Parents comment on the quality of the information they receive about their child. Parents are well appraised of their child's development and are well supported to contribute to their learning.

It is not yet outstanding because

- There is scope to enhance the settling-in process for children so that they make positive links between the nursery and their home lives.
- There is scope to further enhance the emerging language development for the very young 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.

Inspection activities

- The inspector observed activities in the playrooms and outside areas used by the children.
- The inspector held discussions with the management, children and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning and a selection of policies, procedures and other relevant management records, and the documentation to support safeguarding.
- The inspector took account of the views of parents spoken to on the day and through written feedback provided.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Busy Bees Day Nursery at Beverley was registered in 1998 and is on the Early Years Register. It is situated in a purpose-built single-storey building on the outskirts of Beverley in the East Riding of Yorkshire. The nursery is part of a national chain managed by Busy Bees Day Nurseries, a private company. It serves the local and surrounding rural areas. There are enclosed outdoor areas for the different age groups. The setting currently employs 33 members of childcare staff. Of these, one has a qualification at level 5, 19 hold level 3 and one holds level 2. There are additional supporting staff for administration, cooking and cleaning. The nursery is open Monday to Friday from 7am until 7pm all year round, except between Christmas and New Year and on Bank Holidays. Children attend for a variety of sessions. There are currently 183 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider further ways to support the already good settling-in process, for example, by using photographs of significant people and places in children's lives to help them make positive links between nursery and home

- enhance the opportunities for the very young children to build on their emerging language skills.

Inspection judgements

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

Babies and children thrive in this good quality nursery and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a good knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn. Practice throughout the nursery is good and in some instances outstanding. As a result, children's individual needs are well met and they make good progress in relation to their starting points. The indoor learning environment is well organised into areas of continuous provision and planning links to the seven areas of learning to ensure children have access to a broad and balanced curriculum. The outdoor area is highly stimulating, exciting and well equipped with a vast range of interesting resources to promote children's natural curiosity and develop their exploratory skills. For example, babies thoroughly enjoy exploring metal objects using all their senses; they feel them with their hands and mouths and listen to the sounds they make when they shake them. Older children have a wealth

of opportunities to explore and investigate through the provision of heuristic play materials, such as logs, corks, beads, shiny materials and feathers. Children's learning is significantly enhanced as they access a wealth of resources and activities in the sensory room.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, staff teach children to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and exchange resources. Staff are particularly competent at developing the older children's communication and language skills as they consistently talk to them during play and daily routines. Children and staff in the baby room communicate through facial expressions and gestures. However, there is scope to repeat the sounds children use to enhance their understanding of two-way conversation and support children to verbalise, developing their communication and language. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. Staff skilfully introduce new words to extend children's vocabulary and ask open-ended questions to promote their creative thinking. Children continually demonstrate their ability to express their thoughts, ideas and knowledge and are confident communicators. Staff provide children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. Staff encourage them to crawl as they hold out toys that excite them just beyond their reach. Older children develop large muscle control and coordination outdoors as they ride wheeled toys, negotiate obstacles as they run around outside, chase staff and each other and play ring games.

Staff gather information on entry about children's favourite activities and their individual interests, and this information, along with subsequent observations, is used to plan for children's future learning. Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified, and this information is used effectively to inform future planning. Children who speak English as an additional language are well integrated. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning journal records are maintained to a good standard and contain a wide range of information, including photographs, detailed observations and examples of their work. Close working with parents ensures any medical needs are fully met and children with any special educational and/or disabilities are fully included in activities, ensuring they are confident with their individual key person in the nursery. There are secure procedures for obtaining information about children's health, such as allergies, from parents, so that these are fully acknowledged and respected. Children's needs are further enhanced

through strong, close and effective partnerships with parents. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through verbal feedback, babies' daily diary sheets, regular written summaries of children's progress and opportunities to review children's learning journal records.

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

The effective and well-established key person system means that children form secure attachments and their emotional well-being is consistently supported. Babies are looked after by loving, nurturing staff who intuitively understand and respond to their physical and emotional needs. Key persons make the most of every opportunity to bond with babies, and this is particularly evident at mealtimes. For example, babies sit in low chairs opposite their key person, who talks to them and teaches them to feed themselves, with caring and sensitive support. Children are cuddled and comforted if upset and spend quality one-to-one times with their key person engaging in activities, such as sharing stories and rhymes. This enables babies and children to feel safe and secure within the nursery which, consequently, has a significant impact on their learning and development. Staff greet and welcome children and their parents into the nursery, which ensures that the children feel valued and cared for and that relationships with parents are strong. The arrangements for supporting children as they move from home to the nursery are carefully planned with parents from the point of entry. Staff gather information about children's likes, dislikes, routines and favourite activities. As a result, the majority of children quickly adapt to the environment and daily routines and confidently form new friendships. However, staff have not yet fully considered using photographs of significant people and places in children's lives to further enhance the settling-in process. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Therefore, children experience continuity and consistency of care and learning.

Children demonstrate high levels of independence and competently manage their own care needs. For example, babies are supported to feed themselves, toddlers access and put on and take off their aprons, and pre-school children help to set the table for lunch. Children learn about the importance of a healthy diet as staff tell them that they need to eat fruit and vegetables to make their bodies grow. Creative work supports children to recognise different fruits and vegetables. Children's learning is further enhanced as they plant, grow and harvest potatoes and herbs in the nursery garden, which they can then eat. Regular activities outdoors mean that children benefit from daily fresh air and exercise. Staff teach children about their bodies and what happens to them following warm-up exercises. Cosy areas within the indoor environment give children opportunities to rest, relax and play quietly. Their good health and self-care are securely embedded as they attend to their personal needs. For example, children are independent as they self-select resources and manage their personal needs in readiness for school. Staff role model effective hygiene practices and ensure that surfaces, floors, resources and equipment are maintained and cleaned to a high standard. Furthermore, in the event of an outbreak of an infectious disease, staff are extra vigilant with hygiene practices, quickly and effectively inform parents and put in place effective procedures in order to reduce the risk of cross-

contamination. As a result, children's health is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff help children manage their behaviour as they explain about sharing, distract children with other resources and talk about feelings. They respond to minor disagreements sensitively and calmly, and encourage children to think about what they can do to resolve the situation. Children show a secure level of understanding of the behavioural expectations, demonstrating good self-control as they listen to staff explanations, share resources and play collaboratively together. Children learn about keeping themselves safe as staff teach them the safety rules of the nursery. For example, they teach children to turn off the taps in the bathroom so that the floor does not become slippery because they might fall. Staff encourage children to manage their own risks by supporting them when climbing and allowing them the freedom to take controlled risks. Consequently, children's understanding of keeping safe is fully promoted and ensures that they can play and learn in a safe environment.

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

This priority inspection was instigated following two notifications received from the provider. These raised concerns about the effectiveness of the setting's safeguarding practice, policy and procedures, child supervision, staff deployment, premises and risk assessment. The inspection found that the setting had fully investigated the concerns in a timely manner and appropriate action had been taken. The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team. This means that children are well protected in the setting. Staff complete safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Good systems are in place, which enhances safeguarding practice. For example, policies are discussed at staff meetings and there are stringent procedures in place when selecting and recruiting new members of staff. The requirements for numbers of children attending and staff ratios and qualifications are met and maintained. The provider's investigation showed that a small number of casual staff were not as capable in their supervision skills as expected. This has led to extra training being organised to address underperformance and more information being made available to ensure all casual staff are fully aware of their responsibilities when acting as key persons supervising children. Risk assessments have been updated and management continue to monitor the staff supervision of children. Parents are kept well informed about safeguarding procedures through regular newsletters and notice boards. Parents are complimentary about the nursery and the commitment of the whole staff team.

Overall, staff have a good knowledge and understanding of how to protect and safeguard children, and safeguarding policies and procedures are known by all staff and implemented consistently. They have all attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. An effective and detailed set of risk

assessments, which are regularly added to and reviewed, along with daily checks of the indoor and outdoor areas, ensure that children can learn and play in a safe and secure environment. The supervision of children and widespread security systems, such as electronic locks on doors, ensure that children are consistently protected from harm. Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that staff are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a targeted programme of professional development training to address underperformance and increase staff skills.

The monitoring of standards is completed by the organisation's area development team, together with the manager, who has overall responsibility for overseeing the educational programme and ensuring its effective implementation. Staff have a very secure knowledge of the educational programmes, and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them make good progress in relation to their starting points. Assessments are consistent and precise and children's progress is carefully monitored to ensure those who may need extra support are quickly identified. Managers oversee and regularly check children's learning journal records to ensure that they are up to date and that observations and tracking accurately reflect children's learning and progress. They use their knowledge, experience and skills to lead the staff team and continually enhance the already good practice. Through robust support systems, such as role modelling, mentoring and coaching, staff are expertly guided to achieve the high aspirations of the managers and senior management team. All staff are fully committed to their work and the service they provide, and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. The self-evaluation system involves staff, parents and children, and areas for development are clearly prioritised. Staff constantly evaluate their practice and the environment to ensure they continue to improve as they strive to provide the best possible care and education for all children.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are strong. Children's learning journal records are shared with them and they access a wealth of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on face-to-face communications, achieved through the daily exchange of information at handover. Systems for effective working with local schools and external professionals are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports children with the transition to school. Parents are highly complimentary about the nursery and staff and the care and education their children receive. They comment that children have made very good progress since starting at the nursery, especially in their speech and language development and social skills. Parents state that children have a wonderful relationship with their key person and are confident that they are safe and secure.

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	314667
Local authority	East Riding of Yorkshire
Inspection number	968533
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	108
Number of children on roll	183
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	12/09/2011
Telephone number	01482 679999

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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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