

# Busy Bees Day Nursery at Bristol, Emersons Green

St. Lukes Close, Emersons Green, Bristol, Avon, BS16 7AL

<b>Inspection date</b>	07/05/2014
Previous inspection date	22/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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

- Children flourish in this welcoming and happy nursery. They have good relationships with staff, which enables them to feel safe and secure.
- Children benefit from the well-resourced enabling environment where they make choices in their play, encouraging them to become active learners.
- Staff use their observations of children effectively to help children make good progress. They involve parents in opportunities for shared home learning.
- The management create a culture of reflective practice and self-evaluation, which results in positive outcomes for children.

### It is not yet outstanding because

- Staff do not always utilise visual timetables and picture cards within the nursery to fully support children who have English as an additional language and those children who are not yet talking.
- Staff do not always make the best use of everyday routines to build children's independence skills further.

## **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 spoke with managers, staff and children at appropriate times throughout the inspection.
- The inspector observed staff interactions with children during activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of statutory documentation, policies and procedures, and children's developmental records.
- The inspector spoke with several parents to obtain their views.

## **Inspector**

Karen Allen

## Full report

### Information about the setting

Busy Bees Day Nursery at Emersons Green, Bristol registered in April 2000. It is one of a chain of nurseries owned by a private national company. It operates from a purpose built, two-storey building in Emersons Green to the east of Bristol City Centre. The nursery is divided into three separate rooms used by the different age groups of children; each room has a number of areas and separate bathroom facilities. There is a lift between the ground and first floors to allow easy access. The provision opens five days a week all year round apart from bank holidays. Opening times are from 7am to 6pm. The setting is registered on the Early Years Register. There are currently 191 children on roll. The nursery is in receipt of funding for free early education for two-, three- and four-years-olds. The nursery provides support for children who learn English as an additional language and those with special educational needs and/or disabilities. The setting employs 37 staff. The manager holds a recognised childcare and management qualification at level 4. Of the remaining staff, two hold an Early Years Professional Status, 18 hold a recognised childcare qualification at level 3, and five staff hold a recognised childcare qualification at level 2. Staff are supported by an administrator, a cook and a kitchen assistant.

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

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

- further promote all children's communication skills, for example by extending the use of visual timetables and picture cards throughout the nursery
- maximise opportunities for children to build on their self-care skills to continually extend their independence, for example by allowing them to prepare their own snacks and wash up.

### Inspection judgements

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

Children flourish at the nursery and are keen to explore the interesting and stimulating play areas. Staff gather detailed information about each child's individual needs, interests and stages of development through information sheets parents complete about their child. They further liaise closely with parents during settling in visits. This enables staff to organise children's favourite toys and plan stimulating activities for when children start. As a result, children quickly settle, feel secure and are motivated to learn. Staff know children well and have a strong understanding of how to promote children's learning and development. They carry out ongoing observations and use the information effectively to tailor planning and help children move onto the next steps in their learning. The successful

assessment and tracking systems help staff to identify any gaps in children's learning. This enables key persons to organise specific activities to support children's learning and development. Parents receive regular updates from the staff about their child's progress and are encouraged to become involved in their learning through regular home activity sheets. Staff organise formal meetings to go through children's development records with the parents. They discuss how parents can further support their child's learning at home, such as taking home sound activity bags to promote children's language, letters and sound skills. Staff have effective systems to complete the required progress check for two-year-old children, working closely with parents to include them in the process. This strong partnership helps parents feel fully involved in their child's learning.

The quality of teaching is good which means that children are making good progress in their learning and development. Children take part in a broad range of fun and stimulating activities, helping to develop their mathematical understanding. For example, they confidently select large boxes to build a train and carriages. Staff encourage children to compare the height of the stack to their height promoting mathematical language such as big, small, tall, short. Children have pride in their finished train and delightedly exclaim, 'look, it is so high'. During a lotto game, staff encourage children to count the number of coloured train carriages that they have covered, helping them to work out how many more they need to collect. Some children identify they have, 'three' carriages and need, 'one more' to finish the game. This promotes children's critical thinking, as staff help them to work things out for themselves. Babies enjoy posting shapes into a penguin toy and staff provide a good amount of support to encourage them to keep on trying. Babies giggle with delight and clap their hands when they succeed.

Staff help to promote children's communication skills during daily routines and activities as they use sign language and constantly talk to the children. Staff interact positively with babies introducing sounds and modelling words to build on children's vocabulary. Babies thoroughly enjoy singing activities that develop their identification of animals because staff give them animals to hold as they sing. Babies bounce up and down in time to the music and join in with the animal sounds. They listen carefully to the words as they lie down for a popular action song about pretending to sleep and know when to jump up wide awake. Children are confident communicators as they chat with their friends and staff during mealtimes. During group activities they listen well to each other and put forward their ideas. For example, children identify places they would like visit on their train ride, and what animals they may see at the zoo. Children learn about nature through first-hand experiences as they gently touch the leaves of herbs to release the scent. Staff teach children the correct names for the herbs, which effectively helps to develop children's vocabulary. They are fascinated as staff instruct them to touch the leaves gently to release the scent of the plant. All children have access to a good range of easily accessible books and many of the children enjoy sitting with staff to listen to a story. However, some staff do not maximise the use of picture cards for those children who do not yet talk, or children with English as an additional language to further promote their communication.

All children have access to regular sensory play experiences. The babies investigate natural materials in treasure baskets of assorted resources. They smile delightedly as they take part in activities in the sensory room and enjoy watching the coloured bubbles move up and down the tubes. Older children explore the different textures of sand, compost, the

flour and water mixture, and paint and show good hand to eye coordination as they manipulate spray bottles to water the herbs. Children of all ages enjoy a good variety of role play activities. Staff become involved and extend children's learning during their play, for example helping babies to wrap dolls in blankets and place them in pushchairs to take for a walk. Children enjoy using staff models when they pretend to be hairdressers. Staff make sure that all children are included as they prepare and cook pretend food together for lunch in the play kitchen. As a result, all children have fun as they learn together with their friends.

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

Staff provide a welcoming and nurturing environment. Children benefit because familiar staff know their routines well and follow these so the children feel comfortable. This successfully promotes children's emotional well-being and children build secure attachments. The strong key-person system and regular two-way exchange of information between parents and staff help the staff to make sure that children's individual needs are met. Children have settling sessions before they move on to the next room and staff liaise with each other and parents to make sure children are supported well. Babies are confident to explore their surroundings as they know that familiar staff are close by. Staff interact in a warm and caring manner, providing cuddles and reassurance which means children feel settled and secure.

Staff are clear of their role to provide a safe and secure environment for children. They carry out risk assessments of areas used by children and to help identify and minimise any hazards to children. There are CCTV monitors in place throughout the nursery. Visitors are required to sign into the nursery and can only gain access from staff. This demonstrates there are effective security measures in place. Staff teach children how to keep themselves safe. For example, they practise regular fire drills with the children so they are all clear of the how to evacuate the premises in case of an emergency.

Children play harmoniously together and build friendships. They are occupied and interested in the play activities and as a result, they behave well. Staff are caring, speak gently and kindly to the children and act as good role models. They use effective strategies to help the children learn how to manage their own behaviour. The praise and encouragement they receive from the staff boosts children's confidence and self-esteem. Children understand the importance of sharing toys and taking turns with others, such as waiting to talk during group activities. Staff sit with children at mealtimes, making it a social occasion, as they talk with children about their day and promote discussion around healthy eating. Children benefit from healthy nutritious meals that are cooked on the premises daily and the cook adapts the food to cater for any children who have special dietary needs. Fresh drinking water is readily available to all children. Staff use good hygiene practices in relation to preparation and storage of milk and food. They ensure that tables and hands are cleaned before eating snacks and lunch. Children are familiar with daily routines to maintain good personal hygiene and know to wash their hands before eating. Staff are prompt in wiping babies' noses, and older children show independence as they use and dispose of tissues by themselves. This helps to promote children's good

health.

Staff encourage children to develop skills and become independent learners in readiness for school. For example, sensitively supporting children to put on dressing-up clothes and encouraging them to put on wellington boots before they jump in puddles and play with water. Older children help themselves to cups and cutlery at mealtimes. However, staff do not always consider ways to develop children's independence further during snacktimes. For example, by involving them in cutting up fruit and washing up their plates afterwards as these routines are currently carried out by the kitchen staff.

All children benefit from fresh air and active play to promote their fitness and physical development on a daily basis. Younger children are able to move freely between their playroom and the enclosed outdoor play area. Older children choose whether to play indoors or outdoors and, because they are located upstairs, staff take these groups outside to play. This supports children's individual learning preferences and allows them to follow their interests. Children show care and control as they move around the different play spaces. There are a wide variety of stimulating play resources available for all children at the nursery in both the indoor and outdoor environments. These are generally used well to support children's learning. Staff label the resources with pictures and words, and store them at a low level so that children can access them to make independent choices in their play. This effectively supports children to become active learners and acquire the skills to help them move onto their next stage in learning such as school.

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

The management and staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are familiar with the nursery safeguarding policy. All staff have a good understanding of the child protection procedures, including the possible signs that a child may be at risk of harm, and how to record and report concerns. They are also aware of the procedure to follow if they have concerns or receive allegations about a colleague's practice. This helps to ensure that children are protected effectively while in the nursery. The designated safeguarding officer has attended safeguarding training to ensure that they understand their roles and responsibilities. There are robust recruitment and vetting arrangements in place to check that staff are suitable to work with children. Most staff are qualified in childcare and required ratios are met within the nursery at all times. Risk assessments are completed regularly to help make sure that the indoor and outdoor areas are safe and suitable. Policies and procedures are shared with parents to keep them informed of the nursery provision. A hard copy is always available in the foyer for parents to refer to. This includes the policy and procedures for administering medicines to children during the time they are at nursery. All the required documentation is maintained, including parent permissions, to support children's safety and welfare. Records are easily accessible and stored securely to maintain confidentiality.

Staff have a secure knowledge of the learning and development requirements. The

comprehensive systems of observation, assessment and planning support the staff in monitoring children's progress effectively. This includes records to identify if there are any gaps in children's learning, enabling staff to successfully tailor planning to children's individual needs. The manager reviews the room plans and children's learning journals to monitor the delivery of the educational programme. This means that children are supported well and make good progress in their learning and development. The enthusiastic and well-qualified staff team work together well to provide consistency for children.

The manager is passionate about the nursery and has a clear drive for the continuous development of the provision. She carries out clear induction procedures which, alongside regular staff supervisions, means that all staff are clear of their roles and responsibilities. Staff are encouraged to attend training to refresh their knowledge and skills and some staff have recently attended a course to help promote the use of sign language in the nursery. Most staff have recently updated their food hygiene qualification. The manager and staff successfully reflect on their practice. They regularly review activities and routines to look at ways they can make improvements to benefit children. The manager has completed detailed action plans to help prioritise areas for development, such as plans to continue to enhance the outdoor areas to provide children with richer learning experiences, and further prepare older children for school by incorporating the, 'Shake n Wake', initiative. She links closely with the local authority early years team to help her focus on the further development of the provision. The management gathers the views of parents and children on a regular basis to help identify areas for improvement. They show parents that their views are valued through the, 'You said ?. We did', display board in the foyer. As a result, the self-evaluation in the nursery is effective in identifying key areas for development.

Strong partnerships with parents, carers and others involved in children's care help staff to meet children's needs. Staff liaise with other professionals so that children receive any additional support they need. Staff have a two-way flow of information with other early years settings children attend to promote consistency of learning. Parents receive detailed information about the nursery through the parent pack, notice boards, regular newsletters, parent committee and the nursery website. Staff establish links with feeder schools and organise visits from teachers to help prepare older children to get ready for their move on to school.

Parents comment very positively about the nursery and the enthusiastic, friendly, supportive staff. They feel their children are safe and secure at the nursery and say their children enjoy attending because staff provide them with interesting activities. Parents are very happy with the progress their children. They are able to communicate with key persons on a daily basis, and are able to view the children's learning journals which are accessible to them when they drop off and collect their children. They are provided with opportunities to attend formal meetings with the key person to discuss their children's learning and development. Consequently, they feel well informed about their children's learning.

## 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>	136018
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	971971
<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>	105
<b>Number of children on roll</b>	191
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	22/04/2013
<b>Telephone number</b>	01179 568222

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## Type of provision

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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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