

Busy Bees Day Nursery at Derby Oakwood

Smalley Drive, OAKWOOD, Derby, Derbyshire, DE21 2SF

Inspection date	03/04/2014
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	
	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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not safeguard children adequately enough. Risk assessment is ineffective and has failed to identify and minimise risks to children's safety. This is with particular reference to fire door.
- Children in the toddler rooms are not suitably supervised at lunchtimes and this compromises their safety.
- Children with English as an additional language are not fully supported as planned activities are not developing their language skills effectively enough.
- Staff do not use the tracking of children's achievements effectively to plan activities that support closing the gaps in their learning.

It has the following strengths

- Staff know and understand their roles and responsibilities in relation to child protection. Comprehensive arrangements are in place to ensure the suitability of staff to work with children.
- Effective partnerships with parents ensure children's learning needs are met.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the children, parents and staff and held discussions with the deputy manager and company early years coordinator.
- The inspector observed free play, both in and outside, focused activities and meal times.
- The inspector held a joint observation with the deputy manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's documentation, risk assessments, policies and procedures and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

Busy Bees Day Nursery at Derby Oakwood opened in 1999 and is on the Early Years Register and compulsory part of the Childcare Register. It is part of a national chain of childcare facilities and operates from a purpose-built, two-storey building, in the suburbs of Derby. Children are cared for in age appropriate areas. There are four fully enclosed outdoor play areas. The nursery opens Monday to Friday, all year round, from 7am until 7pm. Children attend for a variety of sessions. There are currently 120 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children and supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery employs 27 members of childcare staff, including the manager. Of these, 22 hold appropriate early years qualifications, including eight at level 2 and 14 at level 3 and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- take robust steps to promote the safety of children and review risk assessment to ensure that children's safety is not compromised, paying particular attention to the closure of the fire doors
- ensure children with English as an additional language are provided with sufficient opportunities to develop their language skills to help them reach a reasonable standard of English given their starting points
- improve supervision of young children at lunchtime to ensure they are protected and kept safe.

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

- review and monitor the tracking procedures to ensure staff use them effectively to identify any gaps in children's learning and plan suitable activities to close the gaps.

Inspection judgements

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

Most children are motivated and stimulated at this nursery. Staff provide children with indoor and outdoor activities that positively support their learning. Throughout the day,

staff enable children to freely move between the indoors and outdoors. This enables imaginative learning opportunities to develop that meet most children's individual needs. Staff liaise with parents to gain relevant information about children's individual abilities when children first start. They use this along with their initial assessment procedures to inform children's starting points and plan for their interests. As a result, children settle well into nursery life. Staff continue to teach, observe and assess the children generally well. Key persons discuss children's achievements and plot the information on tracking documentation. They use the information they gather to identify children's next steps and inform their planning. However, some staff do not always use the information effectively enough to identify the gaps in children's learning. This has an impact on their ability to plan sufficient activities to close any gaps, to help children make the maximum progress. Staff complete the required progress check at age two and successfully share this information with parents, who comment they are happy with the progress their children are making. Daily discussion at handover times keeps parents suitably informed about their child's care and development. Parents are able to view their child's 'learning journal' record at any time and key staff invite parents to attend meetings to discuss their child's achievements in more detail. This provides parents with information on how they can further support their child's learning at home. Parents are encouraged to be actively involved in their child's learning by taking books home to read with their children. In addition, parents of pre-school children contribute to 'Tilly and Ted's' adventure book. This helps their child's overall learning because they talk about the experiences and sometimes draw pictures about the bears' adventures.

Overall, most children are generally beginning to learn the skills they require to support their future learning. However, there is some inconsistency in the overall quality of teaching. Children's independence is fostered well as staff encourage them to learn to do things for themselves, such as changing their shoes to go outside and serving their own snacks. Staff actively join in children's play and promote conversation appropriately. In pre-school, staff organise small key person groups where children sit and enjoy activities and stories. Staff make effective use of props to engage children. This helps to develop children's language as they listen and join in with familiar words and sounds. Children have access to a wide range of tools. This includes pens, paintbrushes, scissors and glue sticks. Toddlers have fun as they use spoons to make play dough helping them learn about the changes that occur when they add water to the flour. Children use their senses to explore and investigate the various mediums and materials, such as paint, sand, shaving foam and compost. Key persons work with parents of children who speak English as an additional language to learn common words in their home languages. However, staff do not provide sufficient opportunities or activities to develop the language skills of these groups of children. In contrast children with special educational needs and/or disabilities currently attending the nursery are supported well. Staff follow targets set by outside agencies effectively and adapt activities to meet their needs.

Children are enthusiastic and become highly involved in activities. For example, children explore compost and hunt for worms with an adult who asks useful questions which encourage children to think and talk about what they are doing. They dig carefully, make patterns in the mixture and build compost figures, thoroughly enjoying their play. Staff extend this activity well and suggest they might want to go outside to find worms. This is welcomed with excitement and children eagerly go to explore and investigate outside.

Staff teach children about technology through the regular use of an electronic 'Smart board', and this has a positive impact on the learning activities they experience. Books are enjoyed by all children and staff engage children in cosy comfortable book areas. This encourages children to develop an interest in stories and to become aware of the written word. Staff provide opportunities for children to develop their writing. For example, children write their names and writing is incorporated into play. For example, writing shopping lists in the role-play area. Staff teach children about early mathematics during everyday play activities that enable them to understand numbers, shapes and positions. Children sort and match toys, enabling them to explore what is 'the same' and 'different'. Plenty of creative materials enable children to express themselves confidently. This starts from an early age. Under twos, investigate and explore paint; they drizzle and smear the paint around the paper making finger and hand prints well. Staff encourage this and introduce new techniques, such as flicking the paint. Toddlers use paint and create pictures of their families and pre-school children become artists as they paint observational pictures of fruit, such as pineapples and pears. This provides opportunities for children to express their own unique ideas and thoughts. Children love being outside and thoroughly enjoy the well laid out outside environment. They learn to balance and climb from early stages and use their gained skills to participate in using larger equipment as they enter pre-school. They learn to catch and throw various small equipment and have plenty of space to learn about direction, promoting their physical movement skills well.

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

Staff caring for babies, in particular, are warm and adopt a gentle, caring and nurturing approach to help support their emotional well-being. Staff carefully follow the babies' individual routines and preferences as detailed by parents on their 'All about Me' forms. For example, some babies are gently rocked to sleep and others laid to sleep in cots as requested by parents. Children show by their words and actions that they feel safe and secure. However, this a false sense of security because children's well-being and safety is compromised because legal responsibilities are not met. Fire safety precautions are inadequate and do not ensure children's safety in the event of a fire. In addition, the procedures for supervising young children who have been asleep at lunchtime are not vigorous enough to ensure that staff are always aware of the whereabouts of each child. Settling-in sessions ensure children are provided with time and support to adjust to their new environment. Parents are invited into the nursery, and this allows them to become familiar with new routines and key person. This helps children settle and builds relationships between the key person, children and parents. Children behave well and respond to gentle reminders, such as sharing toys and sitting properly on the chairs at meal times. They are supported in learning to share and consider the needs of others as they follow the positive role models offered by the staff.

Children are taught and encouraged to make independent choices and, therefore develop a sense of control over their day and learning, which helps develop their confidence and self-motivation. Resources are easily available and staff use these to their full potential. For example, low-level mirrors in the baby room help to engage children's interest and develop self-esteem. Children are supported well when they move to another room within nursery due to the sharing of information and carefully planned visits where they are

accompanied by their key person. Pre-school children understand about their own safety as they move around the nursery with care and know the boundaries and expectations of their behaviour. First aid requirements are met and exceeded in relation to ensuring there is at least one member of staff who holds a current paediatric first aid certificate. Children learn to use equipment safely in the environment and staff encourage road safety on trips.

All children benefit from being outdoors in the fresh air at regular opportunities throughout the day. Children benefit from freshly prepared meals and snacks which are healthy and nutritious and enjoyed by the children. Children learn about staying healthy. For example, they learn about healthy foods and the importance of exercise. Children are able to enjoy a hot meals cooked on the premises. Staff support children in developing their self-care skills as they encourage them to pour their own drinks and older children help serve their own food. Staff complete thorough cleaning of all equipment to reduce the spread of infection. For example, nappy changing facilities are kept clean and details of children's nappy changes are recorded. Children are taught about the importance of a leading a healthy lifestyle and have plenty of opportunity to spend time in the fresh air outside. Children help themselves to water throughout the day, which means they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. These developing skills go some way towards preparing children for school. Staff are aware of the value of working in partnership with parents and other professionals to support children's well-being and progress.

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

This inspection took place following safety and supervision concerns raised with Ofsted. At the inspection, the inspector found that legal requirements of the Early Years Foundation Stage and the Childcare Register were not met. The inspection found that on an occasion a child had been left unsupervised in one of the toddler rooms at lunchtime. The manager has taken action on this and changed the lunchtime procedures in the toddler rooms to rectify the situation and prevent the incident reoccurring. She had notified Ofsted of the incident. However, the new procedures are not robust enough and do not prevent the incident happening again. Fire safety precautions are not robust enough. The provider has not taken reasonable steps to keep everyone safe in the event of a fire. One of the electronic doors in the toddler area does not work. For example, as the fire alarm activates the doors should close automatically, however one does not. Furthermore, a member of staff had propped the door open with a wedge. As a result, the fire door is not free from obstruction. These safety hazards mean that children are inadequately safeguarded and demonstrate the provider's lack of attention to ensuring the welfare and safeguarding requirements of the Early Years Foundation Stage are met. They indicate poor monitoring of the environment and staff practice by both the provider and nursery manager. Consequently, both of these incidents compromise children's safety and therefore, safeguarding procedures are inadequate.

Staff demonstrate a secure understanding of the possible signs and symptoms of child

abuse and the Local Safeguarding Children Board procedures. Staff induction procedures include comprehensive training in this respect, and staff confidently describe appropriate recording and reporting procedures. The nursery safeguarding policy includes required information and contact details for children's social services are up to date and easily accessible to staff. Suitable procedures are followed in relation to the use of cameras and mobile phones in the nursery, and children are only released into the care of authorised individuals. Effective recruitment and vetting systems are in place to ensure that staff working with the children are suitable to do so. For example, required records to verify the information of Disclosure and Barring Service checks are recorded. Staff keep an accurate record of all the children's hours of attendance to ensure that they know who is on the premises. There are also clear systems in place to check the identity of visitors and to prevent unauthorised persons entering the premises. Written risk assessments and daily checks of the environment are in place. However, these are not adequate because the health and safety officer and manager have failed to assess the risks caused by the fire doors not closing and the impact this has on the children. Staff have a suitable understanding of the learning and development requirements of the Early Years Foundation Stage and monitor the children's learning adequately. However, it is not effective enough to ensure the gaps in children's learning are identified and targeted quickly enough. Consequently, some children make steady progress rather than good.

The management team have identified in their self-evaluation and written action plans some appropriate developments to improve teaching and learning. For example, regular supervision and appraisals offer opportunities for staff training to improve practice and there are appropriate systems in place to manage underperformance. The management team and staff are committed to provide quality provision and support positive outcomes for children. The minimum qualification requirements of the Early Years Foundation Stage are exceeded, and staff are keen to attend further training. The manager and her staff team have undertaken a number of relevant training courses since coming into post and are starting to use the knowledge gained through these to enhance the provision. For example, staff explain how the course on 'outside learning' has inspired them to review the nursery outside environment. They are changing the pre-school outside area to contain a 'mud kitchen' and 'growing area' to improve the experiences the children have to explore the natural world. Friendly relationships exist between parents and staff. Parents and carers are kept appropriately informed about the nursery policies and the educational programme. For example, noticeboards, newsletters and daily diaries are used well to keep them up to date. In addition, parents' questionnaires are being used to influence the service offered. Parents and carers spoken to on the day of the inspection complimented the nursery and commented on how happy they are with the service offered. They praise the staff and appreciate the small, friendly atmosphere within the nursery. Staff are aware of local support mechanisms and recognise the value of working closely in partnership with parents and others. There are appropriate systems in place to share information with other nurseries and schools to continue to strengthen these links.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare; this particularly relates to fire safety doors (compulsory part of the Childcare Register).

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	206110
Local authority	Derby, City of
Inspection number	961502
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	110
Number of children on roll	120
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	14/03/2012
Telephone number	01332 544321

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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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