

Busy Bees at Chorley Hospital

Dutch Barn Close, CHORLEY, Lancashire, PR7 1PP

Inspection date	23/04/2014
Previous inspection date	09/06/2011

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		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 are protected through robust procedures to prevent them from coming to harm in the setting. Staff have a good understanding of their roles and responsibilities, and understand the correct steps to take should they have a concern about a child.
- Teaching is firmly based on staffs' knowledge of the Early Years Foundation Stage. Therefore, staff make good use of opportunities to promote children's learning through free play and structured activities.
- The highly effective key person system means that the children settle well, build very good relationships and are ready to learn.
- Very positive relationships with parents and carers are developed through good communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- Rich opportunities for children to see print and learn about and use words and numbers, are not fully extended to include the outdoor environment.

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 all playrooms and the outside learning environment.
- The inspector spoke with the managers, staff and children at appropriate times throughout the day.
- The inspector looked at children's assessment records and planning documentation, checked evidence of the suitability and the qualifications of the staff working with children, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parental feedback.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Busy Bees at Chorley Hospital was registered in 2003 and is on the Early Years Register. It is situated in a single-storey building in the grounds of Chorley Hospital in Lancashire. The nursery is part of the Busy Bees Nursery chain and serves the local area. It opens Monday to Friday, from 7am to 6pm, all year round. Children are cared for in four separate playrooms and there is an area available for outdoor play. The nursery employs 12 members of staff who work directly with the children. Of these, eight hold level 3 qualifications and two hold level 2. Children attend for a variety of sessions. There are currently 69 children attending the nursery, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery is supported by the local authority early years advisory team.

What the setting needs to do to improve further

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

- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying numerals, names and signs and encouraging children to use them for a purpose in their play.

Inspection judgements

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

Staff are confident in their knowledge and understanding of how children learn and develop and, as a result, children make good progress towards the early learning goals. The quality of teaching is good because staff have high expectations of all children. They plan an interesting and varied range of appropriate activities, across all areas of learning, that take place indoors and outside. They gather good information from parents on entry about what they know their child can do and effective observations and assessments are carried out by staff. This helps babies and children make progress in their learning and development. Staff are proactive in seeking additional support and guidance to close any gaps in children's learning to help all children, including those with special educational needs and/or disabilities, and those who speak English as an additional language make progress. This ensures that the key person, as well as the whole team, has an accurate understanding of their progress and their future development needs. Regular discussion and the sharing of individual children's development records ensure the parents are involved in their child's learning and are supported to extend this learning at home. These strong partnerships with parents mean that there is a shared approach to preparing the children to acquire new skills for future learning.

Children show confidence and curiosity as they explore their learning environment in

playrooms and in their outdoor play area. Doors remain open in the toddler and pre-school rooms, so children can freely move between indoors and outdoors. Staff ensure physical development is supported well for all children in the outdoor space. Traditional ride-on toys combined with wooden climbing frames, tyres and crates give children the opportunity to develop their physical skills. For instance, they whizz around on trikes, negotiating space and avoiding obstacles. Children's understanding of mathematics is well promoted as staff teach them to count as they play. For example, children recognise that anything can be counted as they count how many spoons of sand it takes to fill up plastic shapes in the sand tray outdoors. A good range of words and numbers are displayed indoors, to show children how these are used in context. However, these rich opportunities are not fully extended to the outdoor area, which means children are not supported to the optimum in understanding how words and numbers can be used in context in different environments. Staff in the baby room acknowledge the sounds and gestures of younger children very well. They introduce vocabulary and ask questions that encourage the babies' language skills. Babies display confidence in their surroundings and as they make choices from the play materials that arouse their interest or curiosity. They have sensory experiences, which help them to learn about the world around them. For instance, they smile and giggle as they explore the texture of corn flour and water in the small tray. Children have multiple opportunities to explore early writing and drawing skills. For example, they use pencils, draw patterns in sand and use chalk in the outdoor area. Children are building their knowledge of shape by using baby gyms, shape sorters and a variety of construction resources. These resources help children to develop their problem-solving skills.

Children's interest in literature is kindled as they enjoy looking at books and listening to stories read to them by staff. They enjoy helping to turn the pages of the book and eagerly point to and name the different objects and animals they can see. Children experiment with musical instruments and enjoy listening and dancing to a variety of music on the compact disc player. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the confidence and attitudes needed to prepare them for their next stage of learning, such as moving on to school. Parents have good opportunities to share in their children's learning. They receive regular termly updates on children's progress and can talk to their child's key person daily. Their child's learning journals are available for them to see at any time and they are invited to contribute to these with observations from home. Staff use this information well to enhance planned activities for children and to promote their language as they talk about them. The strong partnerships help to ensure that children are well prepared to move on to the next stage in their learning, including school.

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

An effective key person system is in place. Staff place a strong emphasis on supporting children's emotional and physical well-being. This ensures all children, especially very young babies and those in need of additional support, make secure emotional attachments. Highly effective settling-in procedures are in place and children and their parents are very well supported emotionally when they first begin attending the nursery.

As a result, children settle well and develop close bonds with their key person. Children make a number of visits, based on their individual needs, before staying for the whole session. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. Parents are able to view documentation devised specifically to support them in leaving their child for the first time. This reassures them and further supports children emotionally during times of change. Children are equally well supported when moving rooms within the nursery. They make visits with their key person and summaries of learning and development are shared. This helps to improve communication and coordination between professionals, practitioners and families, especially when children have special educational needs and/or disabilities.

Children demonstrate safe practices as they play. For example, they make careful side step movements when balancing along crates, to avoid colliding with other children. They cooperate well with each other and know what behaviour is acceptable in the nursery. This is because a number of strategies are embedded in practice within the nursery. For example, stickers are used to encourage and promote positive behaviour. Staff show a good understanding of how to manage children's behaviour and take account of children's differing stages of development to help extend their understanding further. This results in children being aware of boundaries and learning how their behaviour can affect others. Staff provide children with lots of meaningful praise for their efforts and achievements. Children are encouraged to learn about healthy lifestyles through daily outdoor play, music and movement sessions and eating healthy food. They benefit from meals that are freshly prepared on the premises each day by the cooks and children's dietary requirements are catered for. They are learning about the importance of self-care, resulting in them becoming ever more independent, for example, putting on their own coat for outdoor play and accessing drinking water independently. Staff work directly with the children for much of the time and make effective use of the resources that are available. Suitable and age-appropriate resources are stored within children's reach, such as a good range of books, games and dressing-up clothes that children access independently.

Children are well prepared for the next stage in their learning through purposeful procedures when the time comes for children to move on. For example, the nursery has developed relationships with local schools, which ensures that children feel secure and confident during the move to school. Teachers are invited to visit the nursery to meet the children. This supports continuity of learning when children move on to a new phase in their learning and development.

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

The leaders and managers in the nursery have a good understanding of the requirements to safeguard children. Following an incident when a child was left unsupervised for a short period of time in the building during an emergency evacuation practice, they appropriately notified Ofsted. A thorough investigation took place into the circumstances of this incident and all procedures and associated policies have been reviewed and steps have been taken to ensure the staff understand their responsibilities. As a result, appropriate action has been taken to prevent reoccurrence. All staff keep up to date with their safeguarding

knowledge and as a result, they are well informed about child protection procedures and who to contact should they have any safeguarding concerns. Staff work effectively as a team and there are meetings established both in the areas they work in and as a full team. All staff have been subject to a rigorous recruitment and selection procedures. New staff and students are subject to appropriate induction procedures when they join the setting. Relevant checks are carried out to assess suitability and ensure staff are suitable to work with children. Security is good as the door is locked and any visitors must ring the bell so that staff can monitor who enters the premises. Visitors' identity is checked and they are required to sign in. This also ensures that an accurate record is maintained of everyone coming in or out of the nursery. There is always a member of staff trained to administer first aid, when required. Comprehensive risk assessments and daily checks ensure the environment is safe for children to play and explore in. The manager ensures the required adult-to-child ratios are maintained in all rooms at all times. For instance, she makes a record of the number of children present and the staff caring for them and their qualifications at the start of the day and after lunch. This in turn ensures children are well supervised and supported in their learning and development.

Good attention is given to the performance management and constant development of all staff. For example, regular appraisals and supervision enable the management team to identify any training needs staff may have. Any areas of underperformance are tackled appropriately in line with employment law. The managers monitor the educational programmes by observing practice to ensure that children are progressing well in their learning and development. Planning and assessment is effectively monitored to ensure that staff have a clear understanding of the progress and development of all individual children. Effective tracking is in place to ensure that staff have an awareness of what is working well and what needs improvement. Children with special educational needs and/or disabilities receive good support because staff work very closely with parents and any outside agencies involved in their care, to ensure they reach their full potential. The managers have clear development plans in place to support children's achievements over time and to improve the quality of the practice within the setting. The recommendations from the last inspection have been successfully implemented. For example, the self-evaluation process takes into account the views of staff, parents and children, via questionnaires, meetings and a suggestion box to obtain comments and feedback. This demonstrates the management team's drive for improvement.

Very positive and trusting partnerships are established with parents and daily verbal discussion is encouraged. Parents' comments, received during the inspection, are very positive. They state that they are kept really well informed and receive lots of information on children's progress and that they can talk to staff at any time. This effective two-way sharing of information means that staff are able to shape their planning according to children's individual needs and interests. An extensive range of information for parents is available in the entrance foyer. This includes copies of the policies and procedures and a notice board detailing activities and resources available in the local area. The nursery has developed good working relationships with the local schools and transition forms are in place to ensure vital information is shared about the children and their learning and development. Consequently, they can deliver effective and coordinated services and the procedure for children going to school is smooth because they feel confident. The nursery

works well with their local authority advisers and welcome and embrace the advice and support provided.

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	EY264229
Local authority	Lancashire
Inspection number	961941
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	69
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	09/06/2011
Telephone number	01257 267 142

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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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