

Busy Little Bees

34 Sheaf Lane, Sheldon, BIRMINGHAM, B26 3HD

Inspection date

06/05/2014

Previous inspection date

04/08/2009

The quality and standards of the early years provision

This inspection:

2

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

- Partnerships with parents and carers are excellent and a two-way flow of information sharing has been developed that provides consistency for children. Children are happy and settled as result.
- The key-person system ensures that all children are well-supported and have the opportunity to build secure, caring relationships with staff that promotes children's emotional well-being.
- Leadership is strong and the staff team are committed to improving the nursery provision for all children. Children are protected from harm because safeguarding knowledge is excellent.
- Children enjoy their play because staff plan activities around their preferences. Good quality information is recorded to support children's next steps in learning. As a result, children make good progress.

It is not yet outstanding because

- There is scope to develop line management arrangements of staff to ensure a more robust approach to maintaining and building on the already good quality of teaching within the nursery.
- There is room to extend children's learning further by staff asking more open-ended questions that encourage children to think creatively and critically.

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 areas used by children.
- The inspector and manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector discussed the setting's self-evaluation document and action plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Busy Little Bees is based in Sheldon, Birmingham and is one of three privately owned nurseries by the same provider. It was registered in 2002 on the Early Years Register. Childcare facilities are based on the ground floor, which is divided into two main rooms. There is parking at the front of the building and an enclosed garden available for outside play. Access to the nursery is gained via a small step at the front of the building. There are currently 45 children on roll who are within the early years age range. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is open five days a week from 7.30am until 6pm, excluding bank holidays. There are nine members of staff who work with the children. All the staff have early years qualifications at level 3. The nursery provides funded early education for three- and four-year-olds and receives support from the local authority.

What the setting needs to do to improve further

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

- extend further the systems in place for the performance management of staff, for example, through staff observations, in order to evaluate and monitor the impact of their individual teaching skills to help raise children's attainment to the highest level
- provide even more opportunities for children to respond to open-ended questions that encourage them to think creatively and critically extending their learning further.

Inspection judgements

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

All children are making good progress because staff prepare a wide range of activities that interest and motivate them to learn. Educational programmes have depth and breadth across all areas of learning, which enables children to engage in a wide range of experiences. Planning ensures that children's individual needs are met and takes account of their different ages or stage of development. This is because staff know children well and key persons plan specifically for their key children in addition to whole group planning. For example, children in the pre-school room have shown an interest in using scissors. Therefore, staff provide a range of opportunities for them to do this depending on how competent they are in doing so. Younger or less confident children sit with a member of staff to cut out pictures of things that they like. While older or more confident children use them independently in the writing area. As a result, the children are gaining a key skill in small muscle control that will support them in readiness for school. Staff show

awareness that the younger children in the pre-school room may require more support and staff are deployed well to provide this. Children who speak English as an additional language are supported well because staff find out about their home language from parents. They display key words and signs to reflect the range of home languages in the nursery. The nursery provides a wide range of resources that children can independently access. This means that they are active in their learning because they learn while they are playing. Teaching is good because staff get to know children well and their individual interests are given consideration when planning activities. Children spend time in small key groups when teaching is more focused. Staff ask children questions, such as 'how many?' or 'what shape?' during an activity as they use small wooden sticks to make a shape like a house. They are then encouraged to decorate this with windows and doors. However, opportunities to extend children's learning further during this activity by asking more open-ended questions that encourage children to think more creatively and critically about their answers are sometimes missed.

Children's progress and achievements are closely monitored because the nursery regularly uses assessment documents, such as the progress check at age two and tracker profiles that identify attainment and highlight any gaps in progress. All children have an individual file that contains observations of them during nursery activities. These observations are evaluated and used to support the monitoring of children's progress. The nursery has recently implemented a system to gather children's starting points on entry. Consequently, they can quickly identify if there are any areas where children require additional support. The nursery works in partnership with outside agencies to ensure that any children with special educational needs and/or disabilities get the help that they need. Staff provide a mix of adult-led and child-initiated activities, which means that children's experiences are balanced with focused periods and many opportunities to learn while they are playing. For example, babies can freely move from area to area and toys and equipment are placed in open baskets or at a low level for them to make choices about what they would like to do. As a result, they are happy because they play depending on their interests. They are also provided with a more focused activity when staff present a large floor based tray with small pieces of paper in it. Staff encourage the children to explore the area and one child crawls into the middle immersing themselves in the paper while another sits near the side and explore with their hands. Both children are happy and excited and show a keen interest in the activity. Consequently, they watch how the paper moves as it falls to the floor, reach out and touch the pieces and sprinkle it over themselves. This supports physical development and increases their understanding of the world around them.

Parents and carers are provided with good quality information about their child's progress because the nursery produces 'spidergrams', which summarises progress and identifies next steps in learning. Information is also given to parents and carers about how they can further support their child's learning at home. This means that the nursery is promoting opportunities for parents, carers and staff to work together to achieve the best possible learning outcomes for children.

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

All children appear happy and settled in the nursery and they interact with staff who provide warm and affectionate care. They form secure attachments with staff who are positive and approachable at all times. Consequently, children are developing a sense of belonging in this welcoming environment. The key-person system is well embedded and all children, staff, parents and carers can identify who a child's key person is. Staff are friendly and affectionate towards children and they provide good role models. They use calm and encouraging language to remind children to follow rules and routines and children play well together as a result. Partnerships with parents and carers are excellent and a two-way flow of information has been developed that provides consistency for children. A daily book in the baby room and weekly information sheets in the pre-school room are sent home. These contain information about care practices and what activities children have been doing. Parents are regularly invited into the nursery to join in with themed days, parent workshops or for special events. This supports children's emotional well-being because key people in their lives come together to share experiences. Opportunities to develop children's independence are promoted throughout the nursery and all children appear happy and confident. They move around the range of activities provided, showing interest and curiosity. Children show that they are beginning to understand regular routines and they quickly begin to tidy away toys when the tidy up song is played. This shows that they are gaining important skills that will support their ongoing learning and development.

Children move easily between rooms when the time comes because these changes are well planned. They initially have short visits to new rooms and then spend increasing amounts of time there until they are settled. Staff discuss the move with parents and carers to ensure that they are involved. The key persons share information and because children's files are detailed and informative which means that new staff have good quality information about their new key children. The nursery provides specific activities that begin to prepare children for the transition to school. These include creating photograph books of the schools that they will be moving onto. This helps them to begin to understand what will happen and where they are going, which supports them emotionally because they get time to prepare for this.

A healthy lifestyle is promoted because children are provided with a balanced diet of healthy foods. They also routinely wash their hands before eating and after playing outside. Photograph prompts and pictures encourage children to regularly have a drink throughout the day, in addition to those provided at snack time. Children can choose when to have a snack based on their own preferences. Older children are encouraged to be independent by pouring their own drinks from small jugs and by serving their own meals. Toddlers are encouraged to hold and tip up their own cups as appropriate. Babies who require bottles are able to sit quietly being held by a member of staff depending on their own individual needs. Staff ask parents and carers to provide detailed information about preferences, allergies or specific dietary requirements. A system has recently been introduced, which involves a colour coding system that identifies this information to make sure that all staff are aware of individual dietary needs. Staff have attended the required first aid training, which means that they can administer first aid appropriately. Information about accidents or injuries are recorded and shared with parents and carers. Children have regular access to a well-equipped outdoor play area. This area provides them with a wide range of opportunities that encourages them to spend time outdoors. When playing

outdoors children access a range of experiences, which include opportunities to manage risks for themselves when using large play apparatus. Risk assessments ensure that hazards within the environment are minimised and safety checks indoors and outdoors are carried out on a daily basis.

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

The inspection was prioritised following concerns being raised about the provider's ability to safeguard children. Following a recent visit by Ofsted the provider received a warning letter about the failure to notify Ofsted of a significant event and a notice to improve to ensure local child protection agencies are notified of any serious accident or injury to, or the death of, any child while in your care. This inspection found that the provider has now taken appropriate action and they have implemented a system to ensure Ofsted are notified of any significant event. As a result of the incident, all staff have now received additional training with regards to allergies and medication. Overall, the provider and manager's response to the incident has shown that leadership is strong. Children are kept safe from harm because safeguarding responsibilities are understood by staff who can clearly explain how they would deal with any concerns that relate to children's welfare. Detailed policies and procedures provide advice and guidance to staff to support practice. The system for recruitment of staff includes obtaining a Disclosure and Barring Service check and verifying staff's suitability to work with children. Induction of new staff involves issuing them with a staff handbook and a probation review. This means that the nursery take appropriate steps to ensure that children are kept safe from harm from unsuitable persons.

Teaching is of a consistently good standard across the nursery, which means that children engage with learning activities. All staff receive line management from the manager, which gives them opportunities to discuss what is happening within the nursery and to identify any training needs. However, line management arrangements are yet to be fully enhanced, such as carrying out sharply focused observations of individual staff working with children in order to robustly evaluate the impact on children's experiences. Nevertheless, staff interactions with children and each other are good. As a result, strong attachments between staff and children are evident. The nursery has made links with local schools, which enables them to support children during this transition. All required information about children's progress is detailed, precise and shared, which means that schools have useful information when children start.

A system of self-evaluation ensures that the provider and manager consider ways to improve. In addition, the nursery uses detailed action plans to set targets and monitor progress. The views of parents and carers are sought through questionnaires and these are taken into account to strengthen this process. Staff also take part in a staff exchange with staff from other nurseries owned by the same provider to provide a 'fresh pair of eyes' and identify any areas for improvement and to share ideas. This shows a commitment from the nursery to continually ensure that they provide the best possible experiences for the children who attend. Parents and carers provide positive feedback about the nursery and comment 'my child is happy and so I am happy'. Relationships

between the nursery, parents and carers are good and a particular strength of the nursery is the information that they share about children's progress and about what activities are 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	EY218007
Local authority	Birmingham
Inspection number	966623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	45
Name of provider	Busy Little Bees Committee
Date of previous inspection	04/08/2009
Telephone number	01217432828

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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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