

Busy Bees Day Nursery at Crawley

Trade Park Developments, Denvale Trade Park, Haslett Avenue East, Crawley, West Sussex, RH10 1SS

Inspection date	30/04/2014
Previous inspection date	23/10/2013

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

- Comprehensive safeguarding procedures, and staff's secure knowledge of their responsibility to report any concerns, ensure that children are effectively safeguarded.
- The environment is both stimulating and enabling, and children enjoy their time at the nursery demonstrating that they feel safe and secure.
- The quality of teaching is good. The educational programme provides interesting and challenging experiences across all the areas of learning that help children to make good progress towards the early learning goals.
- The leadership team is strong and effective in driving improvement. There are good performance management procedures in place and staff meet regularly to review and plan to ensure children's individual needs are consistently supported

It is not yet outstanding because

- Assessment systems are currently being developed and do not fully encourage parents to support and share information about their child's learning and development at home.
- There are fewer natural resources and activities in the outside area that supports children's curiosity and understanding of the world 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 talked with available staff, children, some parents and held discussions with the manager.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.
- The inspector looked at arrangements for keeping children safe and maintaining the premises and equipment.
- The inspector invited the manager to carry out a joint observation.

Inspector

Nadia Mahabir

Full report

Information about the setting

Busy Bees registered in 2001 and is part of a chain of nurseries. It operates from a purpose built nursery in Crawley. Children have access to several base rooms and to a secure outside play area. The nursery is open each weekday from 7.30am to 6.30pm, all year around. The nursery is registered on the Early Years Register. There are currently 160 children in the early years age group on roll who attend a variety of sessions. The setting receives funding for the provision of free early education for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. A total of thirty five staff work with children, of whom thirty hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop assessment systems further to encourage parents to support and share information about their child's learning and development at home
- enhance the outdoor area further so that there is a more varied range of activities that continue to develop the children's already good understanding of the world.

Inspection judgements

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

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. They are developing effective learning skills as they freely choose toys and resources that reflect their current interest. The nursery is welcoming and well organised. Resources are good quality, age appropriate and stored at child height, which means they are easily accessible to children. Therefore, they are able to make free choices about their play. High priority is given to fostering children's early language and literacy development with story time and a range of inspiring books. Children enjoy choosing books to take home as they increase and promote their new vocabulary and a love of words. Children enjoy phonic sessions as they begin to break down letters and sounds. This helps them to correctly identify which letter their name begins with and helps develop their literacy skills. Staff are skilled at supporting young children's emerging language and communication skills throughout the daily routine. For example, they sit with the children during activities and ask questions to encourage them to think critically and respond appropriately. Children also enjoy singing songs and rhymes with repetitive phrases to reinforce language. The regular use of puppets to illustrate stories also helps children to listen and understand.

The good quality of teaching highly motivates children. Staff use their knowledge of how children learn and develop to ensure that play opportunities are meaningful, varied and imaginative. For example, staff enthusiastically join in children's pretend play as the role play area is set up to represent everyday life, such as going to the supermarket or the grocer's shop. Staff take on the role of customer, which children love. They encourage children to engage in conversation, for example, as they pay for their purchases, or weigh their fruit and vegetables. Children have great fun playing in the rocket dressed up in space suits. This creative room is decorated realistically to the theme of space. Children are able to express themselves freely and are actively engaged in role playing. Rich and imaginative displays of artwork and activities clearly show children's enjoyment and achievements during their time at the nursery. Teaching techniques are strong as children are frequently challenged in their mathematical skills by staff using appropriate questions. For example, they learn about problem solving as they add and take away numbers, prompted by staff asking them to count. Staff also encourage them to examining shapes and patterns, and looking at difference and similarities. Through the experiences they are offered, children effectively gain the skills needed for their next stage in learning, including school.

Staff plan activities and children's play around their interests. These are varied and cover all areas of learning and include an appropriate balance of child-initiated and adult-directed play. As a result, children benefit from a combination of experiences that include those led by adults, and learning from their own play. Information gained from observations is used effectively to plan activities based on children's interests and ideas. Consequently, all children are working within or above their expected age range. The staff have implemented the progress check for two-year-old children. All documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery through the notice boards and daily chats to staff. Overall, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for their future learning.

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

All staff welcome children warmly, as well as making sure that their families are fully welcomed into the nursery. Staff are attentive at all times, ensuring children are well supervised and kept safe. Children are settled and secure and they enjoy trusting relationships with the staff. The key person relationship begins before children start attending, at the settling-in stage. This is personalised according to individual needs and to allow parents and children alike to feel happy and secure before children are left for the first time. All key persons share pertinent development information with parents and there are clear logs of discussions about things that children have done in the setting. As a result, parents feel fully enabled to approach their child's key person or a member of the management team.

Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Staff

use positive behaviour management strategies and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. Children demonstrate a very good understanding of space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys to avoid riding into their friends or play equipment. They use a wide range of climbing and balancing equipment outdoors, ranging from small to large pieces of play equipment. This enables children of all ages and abilities to develop climbing and balancing skills. Their learning is considerably enhanced by many outdoor activities, For example, using leaves and other items collected to make imaginative collages. However, there are fewer opportunities for children to use natural materials in their play in the garden. Staff give children, particularly the younger children, careful guidance and encouragement in the use of this equipment to increase their confidence and develop their competence. They plan activities that engage babies in physical experiences, both indoors and outdoors. This includes rolling balls on the floor to babies and providing push and pull-along toys to encourage movement.

Staff are deployed well and are vigilant when in the garden area and closely monitor children using the large climbing frame. Effective measures ensure children are learning how to stay safe. For example, staff discuss safety issues with the children and they learn why they should not run indoors and how to use equipment safely. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs. Children develop good hygiene practices as they wash their hands after being in the garden, after going to the toilet and before food. The nursery provides appetising and nutritious meals that meet with children's dietary needs and help ensure they remain healthy. Older children display confidence and independence and manage their personal needs well. For example, as they learn how to put on and take off their coats. Being competent in these skills helps children to make smooth move on to school.

The nursery has good links with the local schools the children will move on to and welcome the teachers into the nursery to visit the children. This results in children settling quickly into their new school and parents feeling supported. Staff support younger children well to experience smooth move from one playroom to another. Children benefit from being gradually introduced to their new playrooms and, therefore, settle well.

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

This inspection was brought forward as Ofsted was notified of an incident regarding the supervision of children. The manager has initiated changes to working practices based on recommendations from the welfare requirements notices set by Ofsted following an investigation into concerns at the nursery. The provider was set an action to improve staffing arrangements in order that children are adequately supervised to ensure their safety and staff are deployed effectively so that children's individual needs are met. This included children's safety at drop off and pick up times. The provider took prompt action in reviewing and updating the safeguarding policy and ensuring that staff account for all children at all times. New procedures and risk assessments have been put into place

regarding the deployment of staff and the supervision of children during drop off and pick up times.

The nursery has a key fob entry and exit system operates which enables staff to fully maintain the security of the building. Staff are vigilant during arrival and departure times which are clearly recorded, and this further protects children and keeps them safe. All visitors to the premises have their identification checked and they sign the record book. Good induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. All staff are aware of the high expectations of the management team and implement the policies and procedures effectively and consistently.

The manager and staff team clearly understand the safeguarding procedures and have high levels of awareness of their own role in protecting children from harm. This means children are not only taught how to keep themselves safe, but staff have a secure understanding about what to do if they have any concerns about a child in their care. This is further embedded with secure and comprehensive risk assessments, both for outings and for each room within the setting. This illustrates how the setting reflects on how to keep children safe in all environments. Recruitment measures are robust, with safer recruitment procedures being implemented and all staff are checked thoroughly before being employed.

The management team and staff demonstrate a strong knowledge of the learning and development requirements of the Early Years Foundation Stage and closely monitor the effectiveness of the educational programme. They understand how children develop and learn and provide a wide range of activities suited to the individual needs of the children. Monitoring of the educational programmes takes a team approach and staff meet on a weekly basis to evaluate the activities provided, children's individual learning needs and the progress children are making.

The partnership between parents and the nursery is good. Parents are kept informed about daily routines and staff take the time each day to talk to parents about their children's day. They are encouraged to be engaged in their children's learning as the staff tells them about their children's progress and the daily activities they have participated in. They see their child's learning journal. However, parents do not consistently share any learning from home or contribute towards the journals. This reduces the element of partnership in the children's learning and development. All parents spoken to on the day of inspection stated that they were very pleased with the nursery. They like the level of communication they have with staff. Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support. Comprehensive supervision and monitoring systems are in place to ensure that all staff are well supported and encouraged to attend training to further enrich their professional qualifications and practice. The manager is actively involved in the daily practice of the group, spending time observing and monitoring the quality of teaching. Staff reflect on their practice and appropriate changes are made as a result. They have a clear drive for positive improvement to enhance the provision for children.

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	EY224890
Local authority	West Sussex
Inspection number	967500
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	132
Number of children on roll	160
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	23/10/2013
Telephone number	01293 571555

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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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