

Busy Bee Day Nursery at Nottingham Daybrook

Sir John Robinson Way, Arnold, NOTTINGHAM, NG5 6BN

Inspection date	15/04/2014
Previous inspection date	18/09/2013

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

- Staff have a good understanding of child protection and know how to keep children safe.
- Teaching is good because staff make accurate observations and assessments of children's learning to plan for their next steps, and provide interesting activities ensuring children make good progress.
- The nursery is led and managed effectively. The manager strives for continuous improvement of the provision. She monitors the educational programmes well and ensures that staff are supported in their training and professional development.
- Effective partnerships are in place between staff and parents. Staff form close and caring relationships with children, which ensure children settle successfully. Consequently, they are happy, content and have good levels of confidence.

It is not yet outstanding because

- On some occasions, staff do not always ask open-ended questions to support children's very good thinking skills and to promote their progress towards excellence.
- There is scope to further extend children's physical skills by providing them with more opportunities outside that challenge their already good physical development.

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 with the manager, staff and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Dawn Larkin

Full report

Information about the setting

Busy Bee Day Nursery at Nottingham Daybrook was registered in 2000 as part of the group of nurseries operated by Busy Bees Nurseries Limited. The nursery is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in Daybrook, Nottinghamshire. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 31 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 and level 3, including a member of staff with Early Years Professional Status. The nursery opens Monday to Friday, all year round, from 7am until 6pm. Children attend for a variety of sessions. There are currently 146 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance staff skills so they all ask open-ended questions to support children's thinking and promote their very good learning even further
- provide children with more opportunities outside that challenge their already good physical skills.

Inspection judgements

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

Staff demonstrate a thorough knowledge and understanding of the Early Years Foundation Stage. This results in good quality teaching and consequently, children are making consistently good progress in their learning and development. Children's individual learning journey records are maintained well and contain information from parents on their starting points, regular assessment by the key person and tracking documents to support future plans for each child. Staff make accurate observations and assessments, identifying precise next steps to plan for children's future learning. This ensures staff have a good knowledge of children's development in all seven areas of learning. Consequently, staff provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Parents are kept informed about their child's progress through regular progress summaries and parents' evenings. Children with special educational needs and/or

disabilities are well supported, as staff work closely with parents and outside agencies to identify and meet their needs.

Babies and children experience an environment that is bright, stimulating and supports their needs. They enjoy accessing their own resources to support their play and develop their independence. Staff skilfully support children to extend their learning through the use of resources and sensory experiences. For example, toddlers enjoy playing and exploring the feeling of clay and water on their arms. This multi-sensory approach to learning supports children's curiosity and promotes high levels of fascination so they become active learners. Babies and children benefit greatly from the staff's effective teaching of communication and language. Staff get down to children's eye level so the children can see how words are said and encourage eye contact. They also repeat words back to children so they are learning how to pronounce them correctly. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Toddlers are supported with their language development through songs and activities, during 'toddler talk time.' Older children play listening games and sing favourite nursery rhymes. Skills learnt during these activities support children's communication skills developing their listening skills and enriching their vocabulary. Children with English as an additional language have confidence to learn English because they have their home languages valued in the setting. For example, staff use old packaging with children's home language printed on it in their play to support their understanding. Children's pre-reading skills are developing well because staff share lots of stories with babies and children. This is further supported because staff use holiday brochures in role play and ask children questions about the pictures, extending their learning that pictures convey meaning. The majority of teaching within the nursery is very good because staff ask effective questions to promote thinking skills. However, on occasions, not all staff are as confident in asking open-ended questions. Consequently, this does not support children to develop their problem solving and extend their already good thinking skills.

Children are learning about the world because they plant seeds and learn to care for them. Staff draw their attention to the similarities and differences between pumpkin and sunflower seeds, thus supporting children's observational skills. Technology is promoted well throughout the nursery because babies and toddlers enjoy investigating cause and effect toys. Older children are developing their mouse skills when playing games on the computer that support their understanding of linking letters and sounds. Physical development is generally well supported with in the nursery because there are regular 'wake and shake' sessions and babies have access to rocking toys. Outside, children are given many opportunities to practise their skills, using wheeled toys, climbing, manoeuvring their bodies and negotiating their way around the available space. However, children are not always given sufficient challenge outside to extend their physical skills. For example, some children are very physically able and are not challenged when climbing or balancing.

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

Children have formed strong attachments with staff and have a good sense of well-being because there is an effective key person system in the nursery. Key persons gather useful

information from parents on registration in order to get to know children's interests and individual care needs, which eases the transition between home and the nursery. The environment is welcoming and well resourced and activities are set up to encourage children to explore and discover. Children show high levels of motivation and they are keen to access the activities available. Children benefit from the staff's highly positive involvement during their play and this means that children's emotional well-being is well fostered. Children are well prepared for moving rooms in the setting because they have lots of visits before they move and staff complete paperwork to support the transition to the next room. The move to school is skilfully supported and managed through a good partnership with the local schools. This supports children to be emotionally ready for school.

Meals are healthy and together with children's regular access to exercise and outdoor play, promote a healthy lifestyle. Children participate in regular 'wake and shake' sessions which involve the children dancing and being active. Staff talk to the children about the effect of exercise on their bodies, developing an awareness of their body. This promotes their understanding of the need for a healthy diet to stay fit and well. Mealtimes for babies and children are sociable occasions as they sit together in small social groups. Babies and children are encouraged to feed themselves and staff support this effectively. In addition, toddlers and pre-school children collect their own plates, pour their own drinks and clear them away when they have finished. Consequently, children are learning some self-help and independence skills. Children are learning good hygiene routines and know they must wash their hands after using the toilet, before eating and after planting seeds. Children learn about keeping safe as they take part in regular fire drills. Children's behaviour is good because the staff use a consistent approach and gentle reminders of the expectations for behaviour as required. As a result, children play and behave well because they understand what behaviour is expected of them. Staff offer lots of positive praise and recognition for children's efforts and achievements promoting their self-esteem. Children's work and photographs are displayed throughout the nursery, making them feel valued and acknowledged. The entrance hall contains information and displays for parents, which helps all children and their families to have a sense of belonging.

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

The manager has a good understanding of the safeguarding and welfare requirements and demonstrates vigilance when dealing with children's safety. Following a recent serious accident, she appropriately notified Ofsted and a full investigation took place into the circumstances of the accident. The managers found that the accident was unavoidable. The inspection found that staff were sufficiently vigilant when babies are playing and exploring their environment and as a result, their well-being is maintained. Staff are suitably deployed and supervise children appropriately, in addition, risk assessments are thorough to ensure areas the babies and children use are safe. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. The manager and staff understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. Staff understanding is monitored and addressed

through internal and external training for a consistent approach. Appropriate recruitment and vetting procedures ensure all staff are suitable to work with young children. All visitors are asked to sign in and out of the building, and there is a fob system on the door to the nursery to ensure the children's safety.

The manager and the childcare curriculum advisor demonstrate high aspirations for developing practice and striving for improvement. There is a strong commitment to support staff's professional development to continue to raise the quality of the provision. This is identified during supervision and manager observations with the outcomes being discussed with staff. They are then supported to attend relevant courses in order to improve their knowledge and skills to further enhance their children's learning. Effective arrangements to ensure the ongoing evaluation of the provision are in place and action plans are implemented. This clearly identifies strengths and weaknesses and what action is planned as a result. For example, rooms have been rearranged to ensure pre-school children can now have free-flow access to outdoor play. In addition, systems are being developed to provide toddlers with the opportunities to make informed choices about when they want to access the outdoor area. The manager and staff monitor the progress of the children and the educational programmes. This is completed with the use of observations, next steps for learning and tracking the children's achievements. Detailed cohort analysis ensures that any gaps in children's learning are identified, the appropriate support is given and their learning and development is fully extended. As a result, the children are progressing well in their expected levels of learning.

Effective partnerships with parents ensure children make good progress in their learning and individual needs are addressed because there is two-way communication between home and nursery. Parents are provided with detailed information through text messages, daily verbal communication, newsletters, noticeboards and an informative website. Parents warmly praise the 'wonderful' staff team and the progress their children are making. To aid all children, good links have been established with outside agencies. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	253182
Local authority	Nottinghamshire
Inspection number	962157
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	146
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	18/09/2013
Telephone number	0115 9264111

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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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