

# Busy Bears Day Nursery

40 Vicarage Road, Kings Heath, BIRMINGHAM, B14 7RA

## Inspection date

20/06/2014

Previous inspection date

19/09/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- The key person system is well embedded. Children form warm and secure relationships with their key person and develop effective friendships with their peers. Therefore, children are happy and settled.
- Staff have a good understanding of the safeguarding and welfare requirements, to help keep children safe.
- Staff have a good knowledge of how children learn and develop. Staff use this knowledge to plan suitably challenging activities, which are targeted to children's individual learning needs. As a result, children make good progress.
- Strong leadership, good team work and effective self-evaluation ensure the setting is continuously strengthened and promotes good outcomes for children.

### It is not yet outstanding because

- There is scope to enhance further children's appreciation of and respect for diversity.

## **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 looked at a selection of documentation, including key policies and procedures and children's development records.
- The inspector spent time observing the interaction between staff and children, indoors and outside.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents on the day of the inspection.

## **Inspector**

Trisha Turney

## Full report

### Information about the setting

Busy Bears Day Nursery was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Kings Heath, Birmingham. The nursery serves the local area and is accessible to all children. It operates from the ground floor and first floor of a residential house and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- provide opportunities for children to gain an awareness of and value diversity, for example, by providing a range of resources that reflect differences in the wider community.

## Inspection judgements

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

Children make good progress in relation to their starting points because activities are planned to meet their individual needs and interests and cover the seven areas of learning. Staff have a good understanding of how children learn through play and provide a wide range of adult-led and child-initiated play-based activities to meet the individual needs of all of the children. This means that children are provided with a range of interesting and stimulating experiences and play opportunities, both indoors and outdoors, to enhance their development. As a result, children gain essential skills to support their future learning when they move on to school. Children use a good range of books, which they enjoy looking. The indoor and outdoor areas have letters, words, print and labels throughout to help promote early reading and writing skills.

Children play outside where they learn to be physically active. Children enjoy exploring the mud kitchen. They excitedly take trays and cups of water carefully from the large tub of water to the mud with confidence and ease. They use the tools appropriately to mix and dig in the mud, they then laugh and have fun as they do so. Staff interact skilfully with the children as they play. For example, they use a range of open-ended questions to prompt the children to talk about what they are doing and they repeat key words for younger children and babies. As a result, children gain language and communication skills. Staff provide children with plenty of opportunities to develop their independence in the nursery, for example, pouring their own drinks and serving their own snacks. Children are praised

when they do well and this helps to build their confidence and self-esteem. Children easily and independently help themselves to resources and equipment as they are stored at low level. However, there is scope to enhance further children's understanding and appreciation of diversity, for example, by providing opportunities for children to explore and investigate a range of resources that reflect the wider community.

Parents are involved in their children's learning right from the start. They share information with staff about what their children can already do. This information, together with observations, helps to form the baseline assessment to begin children's learning journey. Thereafter, regular observations are recorded to establish how each child is developing and to establish their next steps in learning. The completion of the progress check for children aged between two and three years ensures children's progress is tracked and early intervention is sought if required. The key person system is well embedded. Parents know who their child's key person is and comment that they keep them well informed about the progress their children are making. The setting places a strong emphasis on working in partnership with parents. For example, staff provide pre-school parents with additional resources to help them extend their children's learning at home. Weekly observations are shared with parents, who are encouraged to tell the key person about areas of development they would like staff to focus on. As a result, parents are actively involved in their children's learning and children continue to make good progress.

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

A successful key-person system is in place, which provides children with opportunities to bond with a special person. They form warm and caring relationships with the adults caring for them, which helps to strengthen their independence and self-confidence. Parents are actively encouraged to become involved in the nursery's settling-in procedures as they spend time at the nursery with their child during the settling-in period. They share information with key persons about their child's interests, home life and needs. Children are supported very well in the move through the nursery rooms in accordance with their age and ability. Effective transition arrangements are in place to ensure that these changes are handled sensitively with information about children's development and needs shared. Parents are invited to spend time in their child's new room to help their child settle in and to build a relationship with staff they may not know as well. In addition, as children move on to school, children's teachers are invited into the nursery to enable the teachers to observe the children in a familiar setting. Staff also talk to children, read them books and share photographs of each child's school to help prepare them for the next stage of their learning. As a result, children's emotional well-being is promoted.

Children are well mannered and manage their own behaviour particularly well because the behavioural rules are fully embedded in routines. Sensitive reminders and positive reinforcement means children receive consistent messages, such as to use kind hands and indoor voices. Babies are well supported in their own play area. They have opportunities to develop their physical skills as they practise early walking. Staff focus on the prime areas of learning with the children and they develop their social skills as they make good relationships with the staff and their peers. Their early physical and exploratory skills are

recognised and supported as staff provide a wealth of sensory resources to stimulate them. For example, they delight in exploring objects in the black and white area and shake plastic bottles filled with glitter and water. Children build strong relationships with their friends. They work together well as they play together and learn social skills, which they can use in later life, such as school. Children are taught about being safe and how to use equipment safely, for example, children are reminded to be careful when using scissors and to hold the banister when climbing stairs. Staff effectively plan and provide opportunities for children to play outside in an environment that successfully promotes their physical well-being. For example, children crawl through tunnels or play with wheeled toys and cars. They are encouraged to develop their balance and coordination as they use crates and planks of wood to make their own play structures. Children enjoy fresh air as they dig soil, plant and tend sunflower seeds. Consequently, children develop an understanding of growth over time, as they observe the seed's transformation to early seedling and eventually into a sunflowers.

Children's dietary needs are met through the provision of freshly prepared meals, and the dedicated cook ensures the meals are well balanced and culturally diverse. Staff are very aware of which children have food preferences and allergies and robust processes are in place to make sure that food meets their needs. For example, regular communication with the cook, staff and parents ensures a whole team approach to keeping children safe. Mealtimes are sociable occasions and practitioners use this time well to talk to children about the food they are eating. In addition, children's independence in their everyday tasks is also promoted well at mealtimes as they serve themselves snacks and drinks. Toddlers and babies are encouraged to feed themselves and wash their own hands and face with cloths after their lunch, which promotes their self-care skills. Activities to promote healthy food choices help children to gain an awareness of why a good diet is important. For example, staff take children on outings to the local greengrocers to choose a variety of fruit and vegetables. Furthermore, water bottles are readily available in all rooms and are taken outdoors with the children. This encourages children to listen to their bodies and decide when they are thirsty. Consequently, children are learning about aspects of their health as they begin to recognise their personal needs and take independent action to meet them.

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

The nursery has made good progress since the last inspection and close attention has been given to improvements in all aspects of the provision. Leadership and management have reflected critically on the quality of the care and education for children and have successfully identified areas for improvement. The manager has implemented a broad range of improvements that carefully consider the needs of the children that attend. All the actions and recommendations raised at the previous inspection have been addressed, which further illustrates the nursery's capacity to improve. Parents, children and staff are fully involved in the evaluation process, through questionnaires, discussions and observations of the children. The manager regularly monitors the educational programme to ensure that gaps in children's achievements are closing. This helps to maximise the children's learning. Careful consultation with parents, children, external agencies and the

local authority enable the manager and staff to take a reflective view of the provision. This provides a firm foundation for the nursery to provide care and education that supports all aspects of children's learning and development. Through this, the quality of care and learning for all children has improved.

The nursery is well structured and has all necessary paperwork, required for the smooth running of the provision, in place. Policies and procedures are robust and all staff have a good knowledge of the procedures for safeguarding children in their care. Staff demonstrate a good understanding of child-protection issues and are confident in their ability to implement procedures effectively, in order to protect children. Policies and procedures are reviewed regularly to ensure they continue to be relevant and risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. There are separate procedures in place for the use of mobile phones and cameras, and staff are fully aware of the importance of these policies. Recruitment systems are strong and help to ensure staff suitability. All staff are subject to relevant Disclosure and Barring Service checks to ensure that they are suitable to work with children. All staff and students receive a thorough induction so that they are aware of their roles and responsibilities and of the expectations of the setting. This helps to ensure children's safety and well-being. Staff are supported in pursuing their professional development and are encouraged to continue to attend appropriate training. Their practice and the impact it has on children's learning is well monitored. Staff appraisals are carried out every six months and regular supervision meetings are undertaken. This ensures that staff are well mentored and demonstrates a commitment to continued improvement.

The setting works with other local provision by sharing positive practice, which drives further improvement. The local authority improvement advisers work closely with the setting to support the manager and staff in sustaining the quality of the provision. The partnership with local settings is flourishing and supports children's transfer into school. Staff work closely with parents, external agencies and other providers in order to support children with special educational needs and/or disabilities. Progress checks for children between the ages of two and three years are completed in a timely fashion to ensure that any gaps in learning are identified quickly. As a result, children and their families receive the support they need.

### **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

<b>Unique reference number</b>	EY427346
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	963431
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Busy Bears Day Nursery Ltd
<b>Date of previous inspection</b>	19/09/2013
<b>Telephone number</b>	01214447297

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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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