

Busy Bees Day Nursery at Sudbury Hill

Busy Bees Day Nursery at Sudbury Hill, Greenford Road, GREENFORD, Middlesex, UB6 0HU

Inspection date	17/06/2014
Previous inspection date	11/06/2012

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

- Enthusiastic staff provide targeted, effective teaching for children with special educational needs and/or disabilities and those who learn English as an additional language. Therefore, children make rapid progress, given their starting points and capabilities.
- The nursery actively engages parents as partners in their children's learning and progress by inviting them into the setting to take part in nursery events and to share their interests and skills.
- Children are effectively safeguarded as the management and staff understand their roles and responsibilities.
- Staff have a strong understanding how to promote children's well-being. They have a secure understanding of children's likes and dislikes to help children show high levels of confidence during activities.

It is not yet outstanding because

- Some staff in the rooms containing the children aged one to three years do not consistently join in children's play to help develop their ideas and extend their thinking.
- Staff do not always take the opportunity to lower background noise and fully create a calm atmosphere.

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 the playrooms, the outside learning environment and talked with the staff and children.
The inspector examined a range of documentation, including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions with the manager, the quality assurance manager and completed a joint observation with the manager.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Full report

Information about the setting

Busy Bees Day Nursery at Sudbury Hill registered in 2004 and is on the Early Years Register. It is part of a nursery chain that operates nationwide. The nursery operates from a purpose-built, two storey building in Sudbury Hill, in the London Borough of Ealing. There is an enclosed area available for outdoor play.

The nursery employs 20 members of child care staff. Of these, 12 hold appropriate early years qualifications at level 3 and the manager holds a degree in early years education. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 105 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who are learning 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:

- further develop staff's interactions with children aged one to three years to expand their ideas in order to further support their learning and play
- enhance the opportunities for children to concentrate by keeping background noise to a minimum.

Inspection judgements

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

Staff are knowledgeable and teaching is based on their secure understanding of how children learn. They use children's interests and information from the parents to plan challenging and enjoyable experiences across all the areas of learning. This supports children to make good progress. For example, trains and cars are used to encourage them to become fully involved in painting activity. Staff gather information from parents when children start and this helps identify children's starting points. Staff ensure that accurate information is transferred to children's new key person when they move up to the next room. Staff make regular and precise observations and assessments of children's learning. Evidence of children's progress is clearly recorded in their learning record and includes good, regular written observations, photographs and examples of their work. Older children enjoy having easy access to their learning records helping them to reflect on past events and make connections in their own learning. The informative assessments have all

the necessary information to successfully inform progress check for two year old children. This ensures that staff are fully aware that children are progressing well towards the early learning goals over time, given their starting points.

Children are enthusiastic and eager to learn. Staff are good role models. They sensitively support children's emerging language as they speak clearly and repeat sentences in the correct form. Older children speak with confidence as they record their descriptions of their own drawings on electronic devices. Staff plan exciting activities indoors and outside. Older children thoroughly enjoy a treasure hunt quickly finding the sea shells hidden in the garden. Staff use this game to extend children's understanding of basic mathematics as they count the shells and do some practical addition and subtraction as the shells are added and taken away from the treasure chest. Baby room staff provide exciting materials from the local environment to excite children's interest in exploring their surroundings. This helps children to be ready to take the next steps in their learning and to be ready for school. However, some children in the younger age range are not consistently supported. This is because staff do not always engage with children in the garden in order to fully join in and expand children's ideas to further support their learning. Enthusiastic staff support children, including those who are learning English as an additional language and those with special educational needs and or disabilities, to make good progress in their learning and development considering their starting points. Staff use their own home language to settle and help children to confidently take a full part in the activities. They report this aids children's rapid progress and confidence towards understanding and speaking English.

The nursery is very well resourced which effectively promotes children's learning both inside and outdoors. Older children have independent access to the painting equipment where they can choose their own paint, type of brush and container. Children enjoy the free access to the spacious, well-equipped and exciting outdoor area. They have great fun exploring the properties of cornflour and water to make gloop that they have mixed themselves. Younger children energetically splash the gloop around using large movements and seeing the changes as it dries. Older children show great care and concern that children and adults are not affected by the gloop on their clothing. This greatly supports children to be motivated to learn and find out things for themselves. However, inside sometimes there is a high noise level. In some rooms music is playing in the background and in the older children's room staff have to call out to get the children's attention. This occasionally distracts from creating a calm and orderly environment to aid children's concentration.

There are strong partnerships with parents who are very well informed about their children's learning and progress. They are invited to regular reporting sessions to meet their children's key person and other staff. Staff are flexible with the timing of these sessions to meet the needs of the families that live some distance from the setting. Staff give parents ideas on activities to help support children's learning at home. Parents are welcomed into the setting and some fathers recently enjoyed a play session to celebrate Father's Day. This helps parents extend their children's learning at home.

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

Key persons are skilled and sensitive and support children to form strong, secure emotional attachments. This provides a solid foundation to help children develop their personal, social and emotional skills. Staff are warm and caring towards the children. They ensure that young children have their individual comforter close to hand. Babies are held gently and closely in the arms in calm surroundings. This supports babies and young children to become confident in inviting surroundings. Children have many frequent opportunities to see their photographs and names on their pegs, on their basket containing their bedding and a drawer for their work and personal belongings. This fully helps consolidate children's strong sense of belonging at these times. Staff share valuable information on each child's likes and dislikes and children visit their new room before they are officially transferred. Staff develop the older children's role play area with photographs of the local schools and examples of the school uniforms in the summer term so children can act out real life events. This helps children to be emotionally prepared for changes in their routines and eventually for the move onto school. Staff support children to learn to behave well. They have recently attended behaviour management training to reinforce their good practice. Staff encourage young children to share and take turns during their outdoor playtime. They distract children's attention and gently intervene to offer more equipment so children do not become frustrated and learn to manage their feelings.

Staff place a strong emphasis on working together with the parents. Children and parents are able to spend time with their key person as part of their settling-in time before they start. They work closely with parents to discuss the individual needs of the children, including those with special education needs and/or disabilities, to ensure that they are well supported. This enables any gaps in learning to be swiftly addressed and a combined educational plan put in place. Parents are encouraged to bring their skills and interests into the setting. They come in to read stories to the children in their home language. This helps all children learn and respect the lives of others. Children learn about good dental hygiene through the visits of one of the parents who works as a dentist.

Staff support children well to learn about healthy living. They have many opportunities to exercise as they move freely between the inside and outdoor areas. Staff have introduced dance sessions to encourage children to develop their muscles and move with control. The movements are designed to improve their future writing skills. Children participate enthusiastically in these sessions quickly learning the words and actions. Staff help children to recognise the positive effects of exercise on their bodies as they encourage them to feel their heart beating faster at the end of the session. Staff effectively support them to learn to move safely and with control on the challenging climbing equipment. Children enjoy splashing in the small water feature where they can balance and walk on the uneven textured surfaces. This effectively enables them to learn to take manageable risks. There are freshly cooked and nutritious meals and snacks from a varied menu that is specifically planned to help children enjoy their meals. Allergies and food preferences are well catered for with staff following strict procedures to ensure that children are kept safe from contamination with allergens.

The effectiveness of the leadership and management of the early years

provision

The inspection took place following a notification from the provider, which raised concerns about the handling of the children and the suitability of staff. The management appropriately notified Ofsted and a full investigation took place into the circumstances of an incident. The inspection found that management follow appropriate procedures and work closely with other professionals in order to fully investigate all concerns raised by parents with regard to the suitable handling of the children. Management have strengthened their already good practice by discussing behaviour management strategies. They highlighted staff's responsibilities to raise concerns about any colleague's handling of children and they have reinforced moving and handling training at whole team meeting. This helps to further promote children's safety.

There are robust recruitment and checking systems to assess that staff are suitable for their role of working with children and that they remain suitable to do so. Staff are fully aware of their responsibility to disclose any relevant information to inform the vetting and suitability procedures and the management takes prompt and appropriate action to assure the smooth running of the setting. The management team monitor staff performance effectively through regular supervision meetings and appraisals. This includes discussing any safeguarding and child protection issues to ensure that children are kept safe from harm. There are comprehensive risk assessments. For example, part of the garden is fenced from the children until a roof tile can be mended. Management constantly checks and maintains correct staff ratios to ensure children are fully supervised and cared for in a safe and secure environment.

A strong management team strives to motivate staff and sets out a clear vision of their expectations. Recommendations from previous inspections have been successfully addressed. The manager and staff regularly discuss improvements and, following the recent parental questionnaires, more photographs of staff are ready to be displayed clearly noting staff names and roles. Management and staff are committed to self-evaluation and reflective practice. Staff are eager to improve their knowledge and practice. They update their qualifications and attend further training. Following a course on communicating with young children staff have reflected on their own practice of how and what sort of questions they ask the children and ensure that they allow children time to answer any questions. Staff report that this successfully encourages and supports children that are more reluctant to speak.

The setting has effective systems for monitoring children's learning and development. Tracking documents and observations of staff's practice ensures children's development is well monitored. This helps to ensure that children continue to make good progress in their learning. Staff build strong and effective relationships with other professionals. This ensures that appropriate interventions are secured for children with special educational needs and/ or disabilities so that children and their families receive very good support. Staff are in close contact with local schools and other provisions that children attend. This effectively supports continuity in their care and learning. Parents spoken to on the day of the inspection state how happy they are with the care offered to them and their 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	EY307311
Local authority	Harrow
Inspection number	966175
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	105
Number of children on roll	105
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	11/06/2012
Telephone number	020 8422 0122

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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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