

# Busy Bee Day Nursery

7b Church Green, Ramsey, HUNTINGDON, Cambridgeshire, PE26 1DW

<b>Inspection date</b>	21/07/2014
Previous inspection date	09/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Strong partnership working with parents, schools and other settings is embedded in the day-to-day practice of the nursery. This cohesive approach fully supports children to make very good progress.
- The home-from-home ethos radiates throughout the nursery, providing warm, friendly environments indoors and outdoors. As a result, children are highly confident and feel very secure in the nursery.
- All staff have good knowledge of the children in their care and take great pride in supporting their learning. Teaching and learning, for the most part, is very good. This ensures that children are best supported to make very good progress towards the early learning goals, given their starting points.
- Teaching and learning for the most part is very good.

### It is not yet outstanding because

- At times, staff do not encourage children to find their own ways of exploring and expressing ideas, to support their problem solving and critical thinking skills with maximum effect.
- There is scope to further strengthen staff effectiveness in helping children to learn, by extending the methods used to evaluate staff's practice.

## 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 had a tour of the nursery.
- The inspector observed play and learning activities and spoke to children and staff in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Syreeta Payne

## Full report

### Information about the setting

Busy Bee Day Nursery was registered in 1997. It operates from single story premises in the town of Ramsey, Cambridgeshire. Children have access to two enclosed areas for outdoor play. The setting is open each weekday from 8am until 6pm. The nursery is registered on the Early Years Register. There are currently 40 children on roll, all of whom are in the early years age range. Staff support children who have special educational needs and/or disabilities. The nursery employs seven members of staff to work with the children, all of whom hold appropriate early years qualifications. One of the owners is a qualified teacher. The nursery receives support from 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 opportunities for children to explore possibilities within their learning, for example, by using open-ended questions and encouraging children to find possible solutions to problems that they incur
- enhance methods of evaluating staff's practice for example, by using peer on peer observations, to encourage staff to critically evaluate the impact that they are having on children's learning.

## Inspection judgements

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

Staff across the setting have a good knowledge base of all children, which enables them to provide challenging opportunities indoors and outdoors for all of the children. As a result, children move confidently between rooms and between the outdoor and indoor environments, finding interests in all areas of the setting. Staff use their understanding of the children to support and guide learning in a timely manner, encouraging the use of scissors, assisting with how to hold them and reassuring the child to persevere. For example, children are encouraged to pour their own milk and peel fruit at snack time with staff on hand if needed. Each day a worker bee is chosen to be a special helper, as a result children feel valued and learn to help their peers, alongside the staff. As the children move freely between rooms and outdoors the older children are mindful of the younger children and become role models to them. Great pride is shown in the learning folders which capture the children's achievements and allows the nursery to continue providing appropriate challenges to encourage further progress, resulting in the children moving on to school with confidence. Children are encouraged to be independent, swapping seats at the computer station so that each child gets a turn.

Strong relationships with parents are an asset to the setting. Parents praise the staff for their dedication to the children and are appreciative of the information that they receive about their children's learning. Parents feel confident that their children are progressing well and can seek the support of the key person as and when needed. Photographs of the children are displayed for parents to view in the entrance area and learning folders are regularly shared. Throughout the nursery, staff talk to children in an appropriate manner, such as conversations that bring about opportunities to talk about foods that are liked and disliked. Older children are given opportunities to begin to learn phonics and afternoon snack time provides an opportunity for the whole nursery to come together and socialise. This gives children a real sense of belonging.

Children with special educational needs and/or disabilities are challenged in their learning, using sign language and simple phrases. The detailed learning folders for all children, including those with special educational needs and/or disabilities, show good progress and effective strategies are employed when extra support is needed.

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

Throughout the setting children can be seen playing confidently and moving freely between the indoor and outdoor environment. Good manners and self-care are skills role modelled by staff at all times, and as a result, are becoming instilled in the children as they go about their day. Strong friendships are formed between the children from a young age, encouraging older children to nurture the younger ones and be positive role models to them. The children have opportunities to explore their local community, including posting letters to home at the local post box. They learn about safety as they observe staff closing gates and respond to staff, who provide simple rules, such as not climbing on equipment, to keep them safe.

Staff continually monitor the safety of the setting, ensuring all areas are secure and risk free at all times. Sleeping children are provided with an appropriate room to do so and are regularly monitored by staff to ensure their safety. Children's behaviour suggests that they feel secure in the nursery, and as a result, they explore through their play with confidence. For example, children roll a ball across the top of the outdoor canopy and guess when and where it will roll back down. Further confidence in making independent decisions in their play is seen as children open cupboards to find resources and use them appropriately.

An effective key-person system is in place, whereby parents work with their child's key person in toilet training, encouraging healthy eating and taking time to chat about the child's day. An effective settling-in process is in place, where the nursery works closely with parents to ensure the child feels safe and secure in their time at nursery. Daily routines reinforce messages of self-care, such as using the toilet and washing their hands before snacks and meals. Dietary needs are respected as the nursery offers a flexible approach to lunchtime. Parents are encouraged to send food that their child likes, and the staff team prepare the lunch accordingly.

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

**provision**

The nursery is led by two experienced managers, both based in the nursery rooms. Therefore, they have first-hand knowledge of staff and children's daily experiences. The management team encourage staff to monitor each other's learning and development folders belonging to their key children, to ensure quality and consistency across the setting. Staff are encouraged to access training and develop their knowledge. Staff training needs are identified at appraisal and steps are taken to meet these needs either through in-house training, such as a speech and language therapist delivering a session on effective communication strategies to all staff and staff accessing local authority training.

Staff demonstrate secure knowledge in managing safeguarding concerns and know the action that they would take should they have a concern about a child in their care. Clear procedures are in place for the recruitment and induction of new staff and parents are offered detailed information on the day-to-day running of the setting, staff roles and responsibilities and key policies and procedures.

Assessment and planning is clear, detailed and regularly monitored by the managers, ensuring the needs of all children attending the nursery are met well. The role-play area of the setting is a focal point whereby staff, parents and children are all invited to contribute to the creation of exciting new ideas. Information is shared with other settings, school transitions have been considered for all children. Communication within the staff team is strong and practice is reviewed, evaluated and reflected upon regularly. This enables the nursery to drive forwards with improvements that are of particular benefit to the 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

<b>Unique reference number</b>	221600
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865935
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Busy Bee Day Nursery Partnership
<b>Date of previous inspection</b>	09/03/2011
<b>Telephone number</b>	01487 711643

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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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