

# Busy Little Bees Nursery

1493 Stratford Road, Hall Green, Birmingham, West Midlands, B28 9HT

<b>Inspection date</b>	31/07/2014
Previous inspection date	26/05/2011

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

- Children are happy in the nursery where they form very strong relationships with key persons, who effectively support their good behaviour. Children's independence skills are highly promoted and they learn to be confident and to treat others with respect.
- Managers and staff regularly refresh their knowledge of safeguarding procedures and they have a good understanding of their responsibilities to protect children in their care.
- The managers and staff work very well with parents, who receive a wide range of information about the nursery. Staff consistently invite parents to participate in activities that contribute to the continuity in children's care and learning.

### It is not yet outstanding because

- Staff do not always help children to learn about the effects of physical exercise on their bodies.
- Staff do not always have opportunities to develop their skills in reflective practice or to identify where they can make improvements in their practice by observing colleagues across the nursery.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with the manager, staff and children.
- The inspector looked at documentation, including children's records, learning journals, policies and training records.
- The inspector observed activities in the care rooms and during outside play, and carried out a joint observation of an activity with the manager.
- The inspector took account of the views of parents spoken with on the day and of the information in the nursery's parent survey.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Busy Little Bees Nursery opened in 2004 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a detached house in the Hall Green area of Birmingham. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 7.30am until 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for in three rooms and have access to an enclosed, outdoor play area. There are currently 63 children on roll, all of whom are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently 13 staff working directly with children. Of these, 11 staff have qualifications at level 5 and level 3. Two members of staff are unqualified. The nursery receives support from the local authority.

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

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

- make more use of physical play activities to help children learn about the effects of exercise on their bodies
  
- enhance the methods for reviewing staff practice, for example, by embedding peer observations to share best practice across the staff team and build further on the good quality of teaching.

### Inspection judgements

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

Staff have a good understanding of how to promote children's learning through a wide range of challenging activities. Staff frequently carry out observations and build on what children already know and then extend their learning. For instance, staff identify that children are developing their coordination skills when they play. They then plan how to enhance these small muscle skills, by delivering threading activities in which children fit small circular items over pipe cleaners. Staff purposely challenge children so that they learn to twist two or more pipe cleaners together to form a single strand. This means that children have opportunities to practise these movements that effectively contribute to their early writing skills. The experienced staff know how to adapt activities according to children's stage of development. At the snack table they patiently encourage children to find their name cards and this promotes recognition of the letters in their names. Children aged two years are encouraged to select cards because they recognise images of

themselves in the photographs. Staff competently support children's play across all areas of learning by providing enjoyable learning experiences. For instance, they praise children for correctly mixing paint. They competently extend children's skills by providing opportunities to paint with brushes and to complete sponge painting. Enthusiastic staff in the baby room provide stimulating learning opportunities. They skilfully model movement to music and encourage children to join in as they deliver indoor physical play. Children learn to move their upper bodies while they sway to the music and they have fun as they attempt to play with peers. As staff smile encouragingly they provide the motivation for children to keep on trying. All staff talk to children during activities and this helps them to develop their skills in speaking, listening and understanding. Therefore, staff promote learning across all areas, and in particular, in the prime areas to lay a firm foundation for children's development.

Observations and assessments are carried out and staff regularly have discussions with parents to encourage a two-way sharing of information. As a result, they listen to the requests parents make and include these in activities when they plan for children's learning. Staff consistently identify the next steps in learning based on the reports, such as the progress check for children aged between the ages of two and three years. There is a large number of boys in the nursery and they particularly enjoy outside play. Therefore, staff have enhanced the outside play area with many examples of labels, numbers and colour. They skilfully integrate these areas of learning during all activities. For instance, when boys sit at the snack table, staff purposefully encourage them to count the number of fruits in a bowl. They routinely include challenge for children by asking them to say how many fruit are left when they remove some from the bowl.

Staff make good use of the well-resourced environment to develop children's skills. For instance, they set out resources within reach and this means that children can play freely at all times. Therefore, as children maintain concentration when they match cards and play on keyboards they are developing some of the characteristics of effective learning. Owing to their abilities to write their names and to read simple words, children clearly demonstrate that they have the skills for their future learning at school. The management team ensure that all children receive good support to make consistent progress. For example, children with special educational needs and/or disabilities receive tailored, one-to-one support. Staff have effective ways of ensuring that children who cannot speak English when they first start in the nursery quickly develop this skill. Therefore, these children learn to speak English fluently, so that they are able to communicate well with their peers and adults.

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

Children are happy in the nursery because staff are very caring and they nurture children sensitively. Children go to key persons when they need support, for example, to tie their laces. The settling-in arrangements are used effectively to help children make the move from home to the nursery environment. Any changes in routines are discussed, so that staff and parents agree how children's needs can be best met. Similarly, the changeover arrangements within the nursery are managed competently so that children settle into

new rooms confidently. Children are self-assured and develop very good independence skills. All children, including babies, help themselves at mealtimes. Babies are encouraged to feed themselves and in the main room children play an active part in the routine of the nursery. As daily helpers they willingly contribute to the preparation for mealtime by setting out place mats and cutlery. Children queue to collect their plated food and take these back to their table while staff supervise closely. Undoubtedly, younger children aged two years learn to take sensible risks and be safe as they attempt to use knives to cut food into manageable portions. Therefore, children's self-esteem is raised considerably when staff praise them for effort. This means that children learn to cooperate and are highly disciplined in their behaviour. They consistently follow rules, and they even offer to pour drinks for their peers. Consequently, children learn to treat others with respect and develop the social skills they need for their attendance at school.

Children learn about healthy lifestyles because they eat a wide range of balanced foods and drink water as often as they wish. Children frequently enjoy outside play in the garden where they have opportunities to use a wide range of equipment. For example, they have access to a digging area and they clearly develop good muscle skills when they ride on bikes. They demonstrate good coordination and control when they fill and empty watering cans. Children clearly learn to keep themselves safe during outside play in the sun because they all wear hats. Staff give priority to children's safety by ensuring there is specified time for outdoor play. Children move freely between the outside garden space and the care rooms where they rest on child-size settees. However, when children rest after vigorous play, staff do not always help them to develop awareness of the effect of exercise on their bodies. All children have opportunities to play with a wide range of good-quality resources in an environment where they have a real sense of belonging.

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

Staff are confident about their responsibilities to protect children in their care. They regularly undertake training and refresh their knowledge and understanding to safeguard children. The designated persons for children protection have a good understanding of their role to support staff, parents and children. Therefore, children are effectively protected within the nursery. The management team implement robust recruitment and induction procedures to ensure staff are effectively prepared for their work with children. Records show that all staff have had suitability checks completed as part of the vetting procedures. Staff carry out visual checks of the premises daily and ensure they clearly identify how they deal with potential hazards on outings to local venues. Staff participate in regular fire drills, to ensure they competently follow procedures to evacuate the building in the event of emergencies. As a result of these procedures, children are kept safe at all times.

The manager consistently monitors the planning to ensure children's individual learning needs are met. There is a clear method to track the progress of children's achievements and new systems are planned for the future. The manager often observes staff practice to ensure they use effective teaching methods. However, staff have not fully developed their

skills in using a reflective approach to their review their own practice or by observing peers during activities. On the whole, there is an established professional development programme to offer support so that staff enhance their skills. Regular supervision sessions are used to identify where staff need additional training. For instance, staff working with children aged under two years have undertaken training focused on working with babies. Their enhanced skills are reflected in the enthusiasm and sensitivity shown when they interact with these youngest children in the nursery. Most staff are experienced and qualified at level 3 in childcare and education. As a result, they are sufficiently skilled to support children's learning effectively. The self-evaluation is rigorous and the management team have made effective changes since the last inspection. In particular, the management team have thoroughly addressed planning, observation and assessment arrangements and there is more effective working with other agencies. An ambitious action plan for further improvement is in place to ensure improvements are sustained for the benefit of children's learning and care.

The management team and staff work well with parents to ensure children's individual needs are met. The daily two-way flow of communication is used to keep parents abreast of their child's learning and achievements. A wide range of information is displayed on the parents' board and a folder with policies is within reach. Workshops are offered to raise their awareness of the activities delivered and for children to share what they have learnt. Staff use these sessions as ideal opportunities to extend their relationships with parents who are pleased with the service they receive. For instance, induction questionnaires reflect how children have settled and staff have discussions with parents to identify aspects of development they have observed. Subsequent questionnaires also reflect high levels of satisfaction. The managers work well with other agencies to ensure children receive good support to meet their developmental needs. Currently, children who attend the nursery do not attend other settings. However, the management team are aware of the importance of sharing information with other providers to ensure children receive the individual support they need.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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>	EY279384
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	861013
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	37
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Busy Little Bees Nursery (Hall Green) Limited
<b>Date of previous inspection</b>	26/05/2011
<b>Telephone number</b>	0121 733 6686

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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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