

# Busy Bees Day Nursery at Derby Oakwood

Smalley Drive, Oakwood, DERBY, Derbyshire, DE21 2SF

<b>Inspection date</b>	02/09/2014
Previous inspection date	03/04/2014

<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

- The quality of teaching is good. Staff effectively identify what children need to learn next and support this through a broad range of activities, taking into account children's interests. As a result, children make good progress towards the early learning goals.
- The evaluation of the nursery is thorough. It encourages staff to participate and therefore, develop enthusiasm for changes they want to make, to improve the quality of provision for children who attend.
- Staff have a secure knowledge of child protection procedures. There are thorough checks of the environment and equipment, as well as the deployment of staff throughout the day. As a result, children's safety is well promoted within the nursery.
- Staff develop positive partnerships with parents and carers, as well as external professionals to support children with special educational needs and/or disabilities. This ensures that the support for children's learning and development is consistent.

### It is not yet outstanding because

- Children in the younger age group do not always have access to a full range of equipment during creative activities outdoors, to fully promote their creativity.
- During adult-led communication activities, staff do not always give children time to think and respond or explain a broad range of naming words.

## 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 observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the management team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day, their recent comments on the nursery and from feedback from the nursery surveys.

## Inspector

Justine Ellaway

## Full report

### Information about the setting

Busy Bees Day Nursery at Derby Oakwood opened in 1999 and is on the Early Years Register and compulsory part of the Childcare Register. It is part of a national chain of childcare facilities and operates from a purpose-built, two-storey building, in Oakwood, Derby. There is an enclosed area available for outdoor play. The nursery employs 26 members of childcare staff, including the manager. Of these, 23 hold appropriate early years qualifications, including nine at level 2, 12 at level 3, one at level 4 and one at level 5. The nursery opens Monday to Friday, all year round, from 7am until 7pm. Children attend for a variety of sessions. There are currently 94 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children and supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

### 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 younger children to initiate their own learning and make choices and decisions about the tools and resources they use, during expressive arts and design activities outdoors, to fully promote their imagination and creativity
- extend opportunities for children to build up their vocabulary, during adult planned communication activities, for example, by always giving them time to think and respond and always using a broad range of naming words.

### Inspection judgements

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

Teaching is good across the nursery and as a result, children make good progress towards the early learning goals. As staff plan activities, they effectively take into account children's next stages of learning and how they can support these through children's interests. They update this information frequently so that it helps children to move forward in their learning. This includes children who have special educational needs and/or disabilities and staff also work closely with appropriate external agencies and professionals to provide additional support where needed. They effectively analyse children's next steps and break these down into small and more manageable achievements where necessary. There is an appropriate balance between activities that are child-led and adult-led. Staff regularly organise small group activities to help children to learn specific skills and to be able to give them quality individual attention. This ensures that children develop the skills they need for future learning. Staff regularly observe children as they play to identify any new skills they display and to assess their stage of development. They use a clear tracking

sheet, which means that you can see at a glance where a child is at in their learning and which also monitors their progress over time. Staff promote a positive and useful partnership with parents and carers. They gather information from parents and carers about children's starting points so that they know how to support children as they start at the nursery. Staff provide regular and detailed information about each child's learning and what they need to do next. They offer monthly activities for parents and carers to take home and effectively link these to children's next steps of learning. They also tailor these activities to reflect any events that are taking place in the child's home life, to effectively support children's emotional development. Parents and carers have twice yearly meetings with their child's key person to discuss their child's learning and development and any concerns they have. In between these meetings, staff share and gather information on a continual basis, constantly encouraging parents and carers to share information about their child's learning at home.

Staff provide a varied and interesting range of activities across the seven areas of learning. They support children's personal, social and emotional development well. Staff working with younger children recognise when they are tired and read them a story as they snuggle up. Due to the calm and friendly environment that staff promote across the nursery, children are confident and move around independently during free choice activities, carefully considering what they want to do and they join in with activities without interrupting others. Older children have a clear understanding of routines and recognise what they need to do next, often without prompt. This is due to the effective teaching by staff, as they consistently support children to develop their independence. Staff effectively support children's physical development. The organisation of the toys and resources in the baby room supports children to develop their physical skills at their own level. For example, staff give younger children plenty of time to lie on their front and develop their strength as they push themselves up. Toys and resources are spread around the room to encourage children to crawl or walk to different areas. Children play with dough and staff model how to roll it and squash it together using their hands. They play with tunnels, crawling through them and trying to move them move by rocking side to side, squealing with delight as they achieve this. Older children participate in regular music and movement activities to develop their large muscle skills and also their small muscle skills, to give them the control they will need for writing. Staff deliver these activities with enthusiasm and are careful to ensure the length is appropriate to maintain children's interest. As a result, children immerse themselves in the activities. To ensure that children benefit from their participation, staff sensitively correct their movements as they explain and demonstrate the correct position. Staff effectively support children's communication and language skills. They appropriately phrase questions and instructions according to children's stage of development. As a result, children develop a good understanding in the area of listening and attention and can understand and follow instructions. Staff constantly talk to younger children and ensure that they have eye contact and use expression in both their voice and face. Younger children happily babble during play, attempting to copy sounds they hear. As children develop, staff effectively start to introduce new words into their vocabulary. For example, a member of staff reads a story to a small group of children, she says the animal name, makes the sound and encourages the children to repeat. As children get older, staff introduce more complex words, as alternatives to words children already recognise, and explain the meaning to reinforce their learning. For example, staff talk about 'rehydrating' after physical activities. Staff consistently support

children's language development during free choice activities as they listen and join in with children's conversations. They also effectively use the small group activities to focus support for children who speak English as an additional language to learn English. However, on the odd occasion during the delivery of recently implemented communication activities, staff do not fully explain the name of each item or always give children time to think and respond to questions. Although, staff are very effective in ensuring the inclusion of each child, sensitively encouraging their contribution so that every child participates.

Staff effectively support children's understanding of technology. Children in the pre-school room are confident in using the large touch screen and operating computer programmes. This is because staff incorporate this within other activities, such as music and movement, and they involve the children in setting it up. Staff teach children an understanding of mathematics through different activities. For example, as children make bubbles during water play, staff encourage them to count how many there are. They support children to develop their problem solving skills, as they ask children to work out how to fix a toy together and make it rotate. Staff appropriately promote a love of stories and books. There are books all around the nursery, both indoors and outdoors, and children love choosing stories for staff to read. Similarly, children have lots of opportunities to make marks as they develop their early writing skills, for example, using paintbrushes and water on the chalk board outside. To help children to develop their understanding of the wider world and support the inclusion of all children, staff plan activities to take into account the different cultures of the children attending.

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

Staff effectively promote children's well-being. The key-person system works well. Staff spend time getting to know their child and developing a positive relationship with them. They also use the appropriate information that they gather from parents and carers to establish children's needs and routines. As a result, they recognise when children are tired or upset and give appropriate support. For example, staff working with the younger children give lots of cuddles and reassurance. Staff working with toddlers use family books of photographs to comfort children. Children participate in settling-in visits to the nursery, so that they feel confident and secure. Staff complete a useful record of each child's first five sessions so that they can discuss and agree additional support with parents and carers, as required. They use picture prompts to support children who speak English as an additional language to follow the routines and make their needs known. To further support the inclusion of children, they display information about children's achievements and interests outside of the nursery. Staff make good use of information from the previous key person to help children to quickly settle in the next room within the nursery. They do an early review of the child's stage of development and next steps, so that they know exactly where each child is within their learning and development. As a result, children quickly settle within the next age group. Staff working with the older children provide good support to prepare them as they move to school. They replicate school routines, for example, the canteen style service at lunchtimes. To help children overcome any fears or anxieties they regularly talk about and read stories about school. They encourage children to talk about their new school, for example, their new uniform to generate excitement. They provide a graduation ceremony so that children feel a sense of accomplishment

about their achievements so far, to take with them in their next phase of learning.

Staff deploy themselves effectively throughout the day so that they can give children plenty of attention. This means that children continually enjoy one-to-one or small group interaction with an adult. Staff work well to promote a positive environment and help children to understand the routines and expectations. For younger children they use consistent explanations so that they begin to recognise why certain things need to take place. For example, a member of staff tells a child that they need to put an apron on to play in the water tray and sensing their reluctance, says 'ready, one, two' as they help them to put it on. As a result, children can save go to sleep operate with the boundaries without fuss. Staff are calm and effective role models who give lots of praise and encouragement so that children recognise good behaviour. The praise is meaningful as staff explain what the child has done that is good or kind. The attractive learning environment effectively supports children's enjoyment and achievement. Babies and pre-school children enjoy the opportunity to move between the indoor and outdoor environment as they choose. Staff working with the two to three age group ensure that children have plenty of opportunities to play outdoors. This ensures that children of all ages have regular opportunities to enjoy fresh air and exercise. Good consideration is given to the range of equipment to support the age and stage of the children. For example, for the younger babies outdoors there is a comfy and cosy den area with mats and cushions so that they can lie or crawl safely. Whether children are using one or all of the rooms indoors within the two to three age group, they have access to resources that reflect the seven areas of learning. However, resources to fully support children during creative activities, such as painting outdoors in this age group, are not always organised effectively. On occasion, children cannot always access aprons immediately to participate, or a wide range of resources that fully promote their creativity and imagination.

Staff consistently give clear and appropriate explanations of why certain behaviour may be unsafe. They explain what they are doing, for example, when they are moving a piece of equipment, to reinforce messages about safe practice. They give good support for children as they go up and down the stairs, with clear guidelines for the children to follow. This effective teaching helps children to develop an understanding of how to stay safe. Children always listen to instructions from staff. They operate the toys and equipment with care, for example, being mindful of others if they are riding around on wheeled toys. During physical activities, such as music and movement, staff remind children to have a drink and always explain the importance of this. They help children to understand why they need to wash their hands at certain times. They encourage older children's independence in using tissues and going to the toilet independently.

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

The nursery meets all of the requirements for the Early Years Foundation Stage. Staff undertake regular training around child protection issues and procedures. As a result, they are secure in their knowledge of signs and indicators of abuse and neglect and what they would do if they have any concerns about a child. This includes following up any action

taken to ensure that it is appropriate. There is a clear procedure to follow in the event of an allegation against staff, where the nursery takes appropriate measures to safeguard children during an investigation. Procedures to establish the suitability of adults working with children are robust. The management team are clear about changes and incidents Ofsted need to be made aware of. All staff play an active part in maintaining a safe environment. They undertake a safety check of each room and the outdoor area before children begin to play. They implement additional and appropriate procedures to deal with any risks they identify, to ensure children can play safely. The health and safety co-ordinator regularly checks the fire doors to ensure they are operating correctly. Staff effectively supervise children, at all times, both indoors and outdoors to promote their safety, as well as when children are asleep. The nursery deals with accidents appropriately, including notifying the relevant agencies and undertaking a thorough review of the risk assessment to identify any additional measures they may need to implement. In addition to these measures, the area management team take responsibility for monitoring all accidents within the nursery to check the action taken and identify any possible patterns. Good consideration is given to promoting children's good health. For example, the nursery has a silver food certificate for its commitment to provide fresh food. The management team constantly review a detailed monitoring grid, to check the staff ratios and identify the number and deployment of first aiders across the nursery. This ensures that children receive swift and appropriate first aid treatment in the event of an accident.

At the last inspection by Ofsted, the setting received actions and recommendations to improve, and also received a subsequent monitoring visit. Since then effective changes have taken place with regards to minimising risks associated with the fire doors and the supervision of younger children at lunchtime, supporting children who speak English as an additional language and monitoring children's progress to identify gaps in learning. As a result, practice across the nursery is now of a good standard and, therefore, children's safety, well-being and learning and development is well promoted. The management team are thorough in their evaluation of the nursery and identify challenging targets for the future. Staff enthusiastically contribute to this process, developing their own challenging targets on how they can improve practice within their room. The nursery effectively includes the views of children through the pre-school council. For example, the pre-school council were instrumental in the repositioning of the sand tray, to improve access to this piece of equipment. They also continually seek to feedback of parents and carers about specific activities, the handling of complaints as well as the nursery as a whole. The performance management of staff is effective in ensuring good quality teaching to support children's learning and development. All staff undertake a detailed induction programme to develop their understanding of the policies and procedures. Staff clearly understand the routines of the nursery and are confident in their role, even following the recent room change. The manager undertakes regular observations of each room, as well as supervision of staff, to implement the changes or identify coaching or training where appropriate. The nursery provides a varied and ongoing programme of training for staff, which ensures that all staff regularly update their knowledge, in areas such as safeguarding. Staff meetings ensure staff retain a suitable level of knowledge through a discussion of issues such as, behaviour and health and safety. Recent training in physical development activities, including 'Shake and Write' means that there is a good focus on helping children to develop the physical skills they need now and in the future, such as,

writing skills. A high number of staff have a childcare qualification, which is evident in the quality of practice across the nursery. The nursery is effective in monitoring the programme of activities to ensure there is variety. Individual monitoring of children's progress feeds into a group monitoring system, which the management team use appropriately to ensure that all children are making good progress.

The nursery regularly communicates with parents and carers through a variety of ways. For example, through the use of communication books for younger children, verbal feedback when children are collected, text messages and information boards. Careful consideration is given to the information they provide, to promote a friendly and supportive tone. For example, information about the behaviour management co-ordinator focuses on the support available for children and parents and carers. The policies and procedures folder is available for parents and carers to view at all times. Information about the key person system and the seven areas of learning, inform parents and carers of the support that their child will receive in their learning and development. Parents and carers speak positively about the nursery and how approachable and friendly the staff are. They write positive comments, such as 'thank you for the wonderful care you have taken of my child'. There is effective support for children with special educational needs and/or disabilities. The nursery works with appropriate agencies and professionals, taking into account suggestions for activities to help children in their learning and development. There is appropriate support for children who speak English as an additional language. Staff gather a range of useful words in children's home language, to ensure that they can meet their needs, as they begin to learn English. They liaise with parents and carers and identify appropriate equipment, such as, using books and music that they will use in the child's home language. They regularly review the support so that once children are settled; the focus is on helping children to learn English. The nursery is proactive in establishing partnerships with other settings that children attend. They gather and share information about each child, so that they can complement their learning and development.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	206110
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	977901
<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>	110
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	03/04/2014
<b>Telephone number</b>	01332 544321

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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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