

Busy Bees Day Nursery at Hammersmith, Bute Gardens

Bute Hall, 3A Bute Gardens, London, W6 7DX

Inspection date	04/09/2014
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a wide range of interesting activities across the areas of learning according to children's needs. Therefore, children are happy to learn and demonstrate good levels of involvement.
- Assessments are thorough and work effectively in identifying and addressing areas where individual or groups of children fall behind. Therefore, children make good progress in their learning from their starting points.
- Staff are proactive in promoting parent involvement in the nursery. Therefore, appropriate partnerships ensure all children receive the support they need to learn and achieve.

It is not yet good because

- The current staffing arrangements do not ensure that staff-to-child ratios are maintained at all times. Therefore, at times, children's care needs are not met and their welfare cannot fully be assured.
- Staff do not always extend children's learning and thinking skills effectively, because they do not encourage children to think through their problems and find their own ways to solve them.

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 toured the nursery.
- The inspector observed children's activities in all the nursery rooms and sampled children's records.
- The inspector conducted joint observations with the manager.
- The inspector accompanied the staff and children to the park for their outdoor provision.
- The inspector sampled safeguarding policies and procedures and checked evidence of staff's suitability to be working with children.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Busy Bees Day Nursery at Hammersmith registered in 2004. It is one of 236 nurseries owned by Busy Bees Limited and operates from three playrooms in a purpose-built two storey building. The ground floor of the premises is accessible from street level. The premises are situated in Hammersmith, in the London Borough of Hammersmith and Fulham. There are currently 49 children on roll in the early years age range. The nursery is registered on the Early Years register and the Compulsory part of the Childcare register. The nursery supports a number of children who learn English as an additional language. The nursery employs nine permanent members of staff who work directly with the children. All staff hold relevant childcare qualifications. The nursery is in receipt of funding for three and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the required staff to child ratios are maintained at all times in order to ensure their safety and meet their needs.

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

- further extend opportunities for children to think problems through for themselves and find their own solutions.

Inspection judgements

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

Staff provide a wide range of activities according to children's ages and stage of development, which reflect all the areas of learning. The environment is inviting and well-resourced. Therefore, children enjoy learning and demonstrate good levels of involvement in their activities. Staff are thoughtful and carefully consider the interests and needs of the individual children in their planning. They listen to the children and involve parents in their assessments. This allows staff, parents and the management to have a good overview of children's progress and areas that need more support. As a result, strong assessment systems ensure all children make good progress in their learning in relation to their starting points.

Staff are skilful in engaging the children in imaginative play and give them time and space to explore and respond to prompts. This effectively supports children's language

development. Babies babble and giggle in response to staff, as they play peek-a-boo and look at each other through see-through coloured shapes. Staff support young children and toddlers well in their language development of language. They plan and become involved in role-play activities such as a 'tea party', where children are able to learn and use new vocabulary and follow simple instructions as they play. The quality of teaching is good. Staff make good use of questioning to promote conversation among older children and provide them with running commentary of their actions in order to extend their language skills. For example, staff talk to the children as they explore different textures during a painting activity. All children enjoy exploring and learning. However, occasionally staff do not fully extend children's learning and thinking skills because they do not always encourage children to think their problems through find their own ways to solve the problems encounter.

Staff promote diversity and help children who learn English as an additional language effectively. There are displays and resources available throughout the nursery, which reflect the different languages spoken by the children. This helps children develop a sense of belonging and effectively helps them to develop their language skills. Staff promote children's mathematical development through asking them questions and providing a range of resources that appropriately challenge them For example, older children match numeral cards to objects and with the support of the staff they count and begin to complete basic additions. This helps children prepare for school.

The nursery does not have onsite facilities to enable children to play outside. However, staff organise daily outings to the local park and plan activities, such as building, movement and dancing activities. Younger children use indoor climbing frames to challenge their abilities and develop muscle strength. Children are keen to participate in activities and staff make good use of opportunities such as tidy up time and meal times to promote children's personal, social and emotional development. For example, children help set up the snack table, one brings the cups, another fetches the table cloth and other children collect the bowls. This helps children to learn to be part of a team and develop confidence and control over their activities. Therefore, overall children show good levels of involvement in activities and play well together.

Staff work well with parents and have good strategies to promote parental involvement. For example, staff talk regularly to parents and suggest activities which parents can do at home with their children. Staff and parents also work together to agree on strategies to promote positive behaviour where required. This ensures children have consistency of expectations to help them learn how to manage their own behaviour. Parents have opportunities to give staff feedback and to contribute to the planning and setting of next steps in their children's learning. Staff plan a school leavers programme to help children become familiar with school routines. This involves bringing in and having a packed lunch, learning to dress for sports lessons and wearing a uniform. Staff support older children with their development of early writing skills. Babies make marks through sensory activities, toddlers use their hands and brushes to paint and older children use pencils to draw pictures of bees from a book, paying attention to detail. Therefore staff provide opportunities for children to develop key skills, preparing children to take change in their stride and make a smooth move to school.

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

Overall the key person system is sound and generally promotes two way communication with parents. Therefore, most children develop secure attachments. However, on the day of the visit, there was not enough staff in the morning to care for the children present. This means staff to child ratios are always not maintained. As a result, the needs of the children, in particular young children who are new to the nursery, are not met and during those times their well-being cannot be fully assured. Staff organise meetings with parents to discuss children's individual needs at the start of each new care arrangement. This enables staff to find out about children's dietary requirements, sleep routines and their current skills and abilities. Staff prepare comfort boxes for younger children as they settle into nursery. They contain objects, which helps babies and toddlers calm down when they are upset or a favourite toy. This contributes to helping children settle in easily to support their personal, social and emotional development.

Staff help children develop self-help skills and use daily care routines to promote cooperative play and independence. Children volunteer to help tidy up and set up activities and they learn to manage their own needs. For instance, young children learn to eat independently and older children serve their own food at lunch time. They also follow hygiene routines independently. This shows children are supported in the development of self-help skills and independence, which prepares them for the next stages in their learning.

Staff model positive behaviour and good manners, therefore children use polite words and learn to consider and respect each other. Children remind each other to say thank you. Staff praise children for showing positive attitudes and dispositions for learning. Overall, there is a calm atmosphere and children behave well according to their age. Staff sit with children at meal times which enables children to talk to staff and each other about being healthy. Staff provide balanced meals and healthy snacks for children and provide water throughout the day, which contributes to promoting healthy lifestyles. Children have great fun playing in the park and engaging in high-energy activities. They enjoy running games, throwing Frisbees and rolling hoops. This extends their physical skills and gives children opportunities to exercise and access fresh air as part of learning to be healthy.

Children generally have smooth moves to other settings and manage change well with the support of the staff team. The key person system means that staff communicate with each other and organise settling in times for children moving to the older groups.

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

Overall, the majority of the legal requirements for safeguarding and welfare are met. However, staffing arrangements first thing in the morning do not always work effectively. Staff due to arrive did not turn up, which means that staff to child ratios were not maintained. This limits the staff's ability to meet the needs of the children, especially the

younger child and babies. This is a breach of the legal requirements of the Early Years Register. Staff have received safeguarding training and are aware of the signs and symptoms which they need to be alert to. They know the procedures to follow should they have concerns about children in their care. There are displays and flow charts available throughout the nursery in order to guide staff through reporting a concern. Staff are conscious of safety measures and there are sound systems that help promote the safety of the children. Staff carry out daily checks of the premises as well as risk assessments for the outings they take the children on. In addition, staff talk to children about road safety as they walk to the park. Therefore, children develop their understanding of how to be safe and confidently talk about the need to wear a visibility vest outside and why.

The new manager has a suitable understanding of the learning and development requirement and closely monitors the educational programmes to ensure they meet the needs of the children attending. The manager works with the staff team to monitor the progress of individual and groups of children. They adapt educational programmes and activities to ensure all children have opportunities to learn and achieve. The staff understand the referral processes. The manager and staff have links with other professionals including local authority, which helps to provide additional support for children who are not reaching expected levels of development. Therefore, all children are making consistent progress in their learning and development in readiness for school. There is a sound recruitment system in place, which ensures all staff have relevant qualifications and experience. Disclosure and Barring Service checks are completed for every new member of staff. The manager receives support from professionals within the organisation and employs an administrator in order to keep documentation up-to-date and make sure policies and procedures are followed. This contributes to safer recruitment. The new manager has appropriate understanding of the systems for induction and supervision. She receives support from her regional directors in order to conduct staff appraisals and supervisions, which help ensure the ongoing suitability of the staff and to identify training needs for professional development. Staff access a range of opportunities to develop their qualifications and access in-house training. This has a positive impact on outcomes for children.

Overall, the manager and staff setting have a suitable understanding of the nursery's strengths and areas for development. There are strong systems to involve staff and parents in the self-evaluation process and implement change based on their feedback. For example, the manager and staff meet regularly to receive feedback from the parent partnership group, which is led and organised by parents of the nursery. Parents' feedback is mostly positive and reflects the good relationships that exist. The manager has a positive attitude for development and supports her staff team well. Therefore, she is developing an accurate overview of the needs and the development of action plans in order to drive improvement.

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

Unique reference number	EY289149
Local authority	Hammersmith & Fulham
Inspection number	987839
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	49
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	09/06/2009
Telephone number	02087419445

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

