

Busy Bees at Ashton House

Ashton Park, Pedders Lane, Ashton-on-Ribble, Preston, PR2 1HL

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|--------------------------|------------|
| Inspection date | 22/09/2014 |
| Previous inspection date | 02/08/2013 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | 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 nursery provides a creative, welcoming and stimulating environment. The enthusiastic and caring practitioner team ensure that children are supported to make good progress in their learning and development.
- Effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, children are extremely well prepared for their next stage in learning, including school.
- Children and practitioners form warm and supportive relationships, which mean children are emotionally secure. As a result, children's individual needs are comprehensively met.
- Safeguarding procedures are thorough. A well-targeted training programme means that practitioners are constantly seeking to improve their already good understanding of how to keep children safe.

It is not yet outstanding because

- Occasionally practitioners do not always use a range teaching strategies, such as open-ended questions, to consistently support all children's critical thinking.

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 carried out a tour of the nursery.
- The inspector observed play and learning activities and spoke to children and practitioners in the indoor and outdoor environments.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at children's assessment records, individual education plans and planning documentation.
The inspector carried out a meeting with the manager and looked at and discussed a range of policies, procedures and practitioners' qualifications, including first-aid. She also looked at evidence of suitability, vetting and other documentation, including the self-evaluation document.
- The inspector took account of the views of parents and cares spoken to on the day.

Inspector

Jacqueline Midgley

Full report

Information about the setting

Busy Bees at Ashton House was registered in 1994. The nursery is owned and managed as part of the Busy Bees nursery chain group, known as Busy Bees Limited. The premises are situated in Ashton Park in Preston, Lancashire. The nursery operates from a converted detached property on two levels. The nursery is accessible to all children and there are enclosed garden and woodland areas available for outdoor play. The nursery opens Monday to Friday, all year round. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 152 children on roll, of these 140 are in the early years age range. The nursery provides funded education for two-, three- and four-year-old children. The nursery employs 37 members of childcare practitioners. Of these, 34 have appropriate early years qualifications from level 2 to level 6. 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:

- enhance the use of a wider range of teaching strategies, for example, by encouraging all practitioners to use even more open-ended questions and giving children time to respond and use their critical thinking skills.

Inspection judgements

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

Teaching is good. Practitioners have effective skills and knowledge of the learning and development requirements and a comprehensive understanding of how children learn. As a result, children thrive and are well motivated to learn in this good quality nursery. Practitioners provide a stimulating and well-organised environment, both indoors and outside. They fully engage in their activities and experience varied and imaginative learning opportunities. This ensures that children make good progress in all areas of learning. Children consistently demonstrate the characteristics of effective learning. However, not all practitioners always support children's critical thinking, for example, by consistently asking open-ended questions. For example, while playing in the garden not all practitioners consistently extend all children's learning while they investigate the environment.

Practitioners support children to make good progress in their learning by gathering accurate information from parents to assess children's starting points. This information is then skilfully used by the child's key person to plan, in order to meet their individual needs. For example, the key person uses information from the 'all about me sheet' completed by parents to inform 'my first five sessions' planning. This incorporates

children's current interests and achievements, such as the delightful sensory baskets. Consequently, practitioners are able to respond well to individual children to plan for and meet their learning and development needs, so they make good progress given their starting points. Assessment is focused and precise because practitioners form close relationships and know children well. Good quality, accurate progress checks for children between the ages of two and three years identify children's strengths, and any areas where children's progress is less than expected. They are undertaken in partnership with parents in a timely manner to support the assessment by Health Visitors.

Relationships with parents are very good and make a highly innovative contribution to meeting all children's needs. This is because parents are involved in children's learning as they contribute to the well informed and detailed assessment of their child's starting point. Furthermore, parents contribute to their child's learning through the learning stories and communication books, with practitioners planning activities based on information from parents. As a result, excellent relationships are actively contributing to children's learning and progression. Consequently, they are fully informed about children's progress, including the next steps their learning, which is used to further support learning at home. Children are very well prepared when they move to the next stage in their learning within nursery. This is because practitioners effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences, so children's independence is well promoted. For example, very young children are encouraged to feed themselves using spoons, such as when eating their breakfast cereal. Practitioners have high expectations for children and work closely with parents to ensure the handover between key workers is seamless, consequently, children are very well prepared for times of change. The partnership with parents and local schools and very effective transition strategies, mean that when the times comes children are well prepared for moving to school.

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

Practitioners support children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with encouragement and support. They fully engage in their activities and experience varied and imaginative learning opportunities. Children are emotionally very well supported when they move to the next stage in their learning within nursery as they move to new rooms. Practitioners work closely with parents and the handover between key persons is seamless, to ensure children's well-being during times of change, including when moving to school. Relationships with parents are very good and make a highly innovative contribution to children's well-being. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children ensures that children form positive and trusting relationships. Children settle well, because practitioners find out very meaningful information from parents about their child, to ensure all children's needs are known and effectively met.

Practitioners act as good role models, helping children to learn how to be healthy, such as, washing their hands before lunch and positively promoting healthy foods. Consequently,

children are able to manage their own self-care appropriate to their age because practitioners provide good guidance and give them time to complete tasks. Practitioners role model and use positive communication strategies, to help children understand about acceptable behaviour. Behaviour management training is very well embedded and practitioners share their good knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is very good.

Children learn about keeping safe through highly effective teaching strategies. Practitioners model very effectively how to develop ways of challenging learning and development safely. For example, children clamber over logs in their garden area, complete obstacle courses and encourage bugs into the garden. Consequently, children learn how to understand the world in a well-organised, risk assessed environment. This ethos is consistent throughout the nursery, resulting in very good progress in personal social and emotional development for all children. The learning environment indoors and outside is highly effective, furthermore the garden area is within a large woodland area, which children make regular use of. This makes an exceptionally good environment in which children can play and learn in a wide variety of ways.

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

Safeguarding procedures are good. Practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor practitioner's performance within the nursery rooms and ensure that practitioners are deployed effectively according to qualifications, including first-aid, and experience with specific age groups of children. All practitioners follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems help to ensure that all adults working with children are suitable to do so, and remain so. These include vetting and reference checks for all staff, and annual checks regarding continued suitability to work with children. Extensive support and liaison with a wide range of professionals enables practitioners to implement the requirements of the Early Years Foundation Stage with confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services being involved, when necessary.

Leadership is strong and self-evaluation is well documented and highlights the emphasis on continuous improvement and maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The recommendation from the previous

inspection has been fully implemented. The process for self-evaluation within the setting incorporates the views of practitioners, children and parents. The practitioner team share a vision to provide an excellent service for the children and their families and therefore, making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. There are strategies in place to improve quality on an ongoing basis, including peer-on-peer observations and a wealth of internal training opportunities. However, there is not always consistency of practice between all staff members, for example, some practitioners do not always use open-ended questions to support the development of children's critical thinking. Highly effective partnerships between parents, external agencies and other providers are evident and are well established. These contribute to meeting children's individual needs effectively. There are good relationships with other professionals, due to the commitment of the manager in ensuring that a holistic approach to supporting all children's needs is in place. The nursery works closely with the local authority early years team and the nursery chain's internal training providers who provide training and support.

Practitioners have very good relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery. Displays also include children's family members and in the baby rooms children can access home-made books of photographs of family members. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any identified needs and, therefore, all children's needs are very well met. Feedback from parents is overwhelmingly positive and describes the good progress made by children at the setting. For example, 'he has made good progress and made lovely friends' 'the nursery is really good, there is nothing I would change' and 'the communication is really good and I get tips on how I can support him at home, such as teaching him about the letter S'.

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. 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

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|------------------------------------|-----------------------------|
| Unique reference number | 309355 |
| Local authority | Lancashire |
| Inspection number | 964976 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 161 |
| Number of children on roll | 152 |
| Name of provider | Busy Bees Nurseries Limited |
| Date of previous inspection | 02/08/2013 |
| Telephone number | 01772 726696 |

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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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