

Busy Bees Day Nursery at Cheam

261 Malden Road, Cheam, Sutton, Surrey, SM3 8ET

Inspection date	06/10/2014
Previous inspection date	09/04/2014

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

- Staff provide secure relationships for the children. Children's care needs are consistently met.
- Staff have a good knowledge of the safeguarding policies and procedures. Therefore, they know what to do should they have a concern about a child.
- Staff have high expectations of all children. They plan highly stimulating and interesting activities based on children's interest and use questions to develop all children's communication and language skills.
- The managers continuously evaluate the practice and actively support staff's professional development. This helps promote continuous improvement.

It is not yet outstanding because

- The organisation of some group activities does not fully take into account children's varying levels of interest and ages. This results in some children's learning not being maximised.

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 premises with the manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed children's activities and lunchtime routine.
- The inspector sampled children's learning records and took account of the views of the parents.
- The inspector met with the provider and manager to discuss safeguarding procedures and the nursery's development plan.

Inspector

Marvet Gayle

Full report

Information about the setting

Busy Bees Day Nursery registered in 2002 and operates from a purpose-built, two-storey building in Cheam in the London Borough of Sutton. Children have access to two enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm all year. The nursery is registered on the Early Years Register. There are currently 110 children on roll, all of whom are in the early years age group. The nursery receives funding for free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities, and also children who learn English as an additional language. There are 36 members of staff who work directly with the children, of whom 17 have level 3 qualifications and two staff who hold early years degrees.

What the setting needs to do to improve further

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

- enhance the organisation of group activities to maximise children's learning, taking into account their ages, abilities and concentration levels of children.

Inspection judgements

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

Staff have high expectations of all children and provide a wide range of fun and highly stimulating activities across the areas of learning. These activities and experiences successfully reflect the needs and interests of the children. As a result, they are enthusiastic to join in adult-led activities as well as making their own choices and exploring independently. This supports children's enjoyment and helps them to make good progress in their learning and development.

Staff support children's communication and language development effectively. They constantly interact with the children, encouraging conversations through skilful questioning. They use a range of strategies to support children who learn English as an additional language, such as key words in their home language and cards showing pictures of the daily routines to support communication. Furthermore, staff help children think through their decisions and develop problem-solving skills. For example, children in the pre-school room make rockets. Staff ask the children where they will write their names. This enables children to think about where they can write their names and encourages them to find a solution. Children responded enthusiastically to the challenge. One child decided to get a piece of card to write his name on, saying, "It will stick better".

Younger children learn new vocabulary through rhyme, repetition of words during singing activities and discussions. Older children sit and focus as staff read a story to them using

different tones in her voice, which helps to develop children's listening skills, their interest and keep them engaged. However, some larger group activities are too long, particularly in the younger toddler group. As a result, children lose interest after the first part of the activity, which does not enhance their learning. Additionally, children in both the pre-school and toddler rooms develop early writing and reading skills through a range of activities. For example, staff plan and provide daily activities such as corn flour, a range of writing resources on a table and name cards to self-register. These prepare children well for their future learning and going to school.

Children are able to play indoors and outside. The nursery garden provides important opportunities for developing children's physical skills, such as climbing, riding, jumping, and throwing. Staff in the younger toddler room, extend children's learning through their interactions. They introduce new words and mathematical concepts such as colour, type, size and counting. For example, children sort objects by colour, similarity and size when they take part in a picnic basket activity. Children from another toddler room develop their counting skills as they count trains and in the pre-school, children count pasta as they use them to make jewellery. This demonstrates consistency in teaching across all ages in the nursery.

Staff complete observations and assessments of their key children including the progress checks for two-year-old children. This helps them to identify any gaps in children's learning and plan for their individual progress. Staff observe and listen attentively to children, as a result, they are able to support children become active learners. For example, in the baby room, staff listen to children's babbling and interpret their sounds into language as they excitedly respond. Through observation, planning and assessment, staff know children well and are able to plan effectively for the next steps in their learning. Therefore, children are well supported and making very good progress based on their starting points.

Staff place high importance in communication with parents. They have developed effective strategies to promote strong partnerships. For example, there is a parent's partnership group and notice board, where up-to-date information is displayed. Parents also contribute to initial assessments of their children's starting points on entry and are kept informed about their children's achievements and development through regular verbal and written feedback. As a result, this promotes children's learning from nursery to home, enhancing their development and successfully supports children as they prepare for the next steps in their learning.

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

Staff develop strong relationships with children and ensure they know them well. This means children develop secure attachments and settle successfully into nursery. Staff have good relationships with parents, who are seen as children's first educators. Young children and those who are new to the nursery develop confidence and soon become inquisitive learners. Staff are very caring, warm and handle children's needs and feelings sensitively. As a result, children quickly settle into their favourite activities.

Children display high levels of motivation, confidence and feel safe enough to express their needs. For example, children in the pre-school room confidently approach staff to talk to them or seek reassurance. Staff promote children's self-esteem and independence by offering meaningful praise and encouragement. They allow children take on responsibilities such as pouring their own drink, washing their hands after coming in from the garden and using the toilet. Toddlers are encouraged to feed themselves and clean their face after eating. This promotes their independence.

Children's good health and well-being are supported effectively. They have many opportunities to spend time outdoors and enjoy being active in the fresh air. Children with specific care needs are cared for very well. Staff are vigilant in monitoring their individual needs. Manager ensures that staff working with children are informed of their individual needs. The staff team work in close partnerships with parents and outside agencies to ensure that children's needs are consistently met. Children's individual dietary needs are discussed with parents and taken into account at meal times, which are social occasions in a relaxed atmosphere.

There is a calm, but purposeful atmosphere in the nursery and children behave very well according to their age. Staff provide balanced and nutritious meals and snacks. They make information available about the nursery's menus to parents to gain their feedback. Staff offer fresh fruit and vegetables through the day as part of children's meals and always as an alternative for desert. This helps promote children's good health and well-being. Staff place high priority on the safety of the children. They conduct robust daily checks of the premises and the resources to make sure they are suitable. This helps staff to minimise possible risks to children. Staff involve the pre-school children in risk assessment. Consequently, children begin to learn the importance of keeping themselves safe. The manager and her staff team have made good links with the schools children move on to and continue to work on their links with other schools. This helps ensure a smooth move for children into new settings.

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

The management team and staff have a very good understanding of the learning and development requirements. They implement effective systems to monitor the reviews of children's learning. This helps to ensure the needs of individual children and groups are met well. As a result, gaps in children's learnings are identified and tackled promptly and effectively. Furthermore, there are effective systems in place to target early intervention for children with additional needs. Staff work well as a team and relevant information is shared promptly. They work in partnership with other professionals and parents to support children who need additional support. As a result, children's individual needs are clearly met. The management work closely with the staff to provide feedback and support. This allows the manager to have a very good overview of the staff needs. Regular staff meetings are held to discuss policies and procedures, best practice and children's progress. Staff are also involved in an on-going process of reflection and adapting practice

through regular staff supervision and annual appraisal meetings. Good arrangements are in place to support staff's professional development, leading to a knowledgeable staff team who are already highly qualified in childcare. Unqualified staff are being supported to gain a qualification. This has a very positive impact on outcomes for children and helps drive continuous improvement.

The nursery team effectively implement their safeguarding procedures, including authorised collection of children and the period for responding to parents' and/or carers' complaints. These are embedded in the staff knowledge and their practice. Staff are very confident in their roles and have a good understanding of what to do if they are concerned about a child. Risk assessments are rigorously completed by staff daily. There are robust systems for recruitment and induction, which include conducting enhanced Disclosure and Barring Service checks for every member of staff. This helps ensure the ongoing suitability of people working with the children and protects their welfare. Staff deployment works very well in ensuring the needs of the children attending are prioritised. High staff-to-child ratios ensure that supervision is effective and staff know children well.

The manager has a strong drive for improvement; she has developed effective systems for self-evaluation. This takes into account the views of the parents, children and the staff. She works closely with the local authority, the organisation's education advisor and other professionals to access feedback and support to enhance the provision. This helps to obtain a good overview of the nursery's strengths and areas to develop. As a result, the nursery offers good quality provision, which continues to improve to meet the needs of the children and parents who use the service. Partnerships with parents are very successful. Key persons spend time with parents at the beginning and end of the day discussing their children's needs and achievements. Consequently, parents are kept well informed about their children's progress. Parents speak extremely positively about the nursery and the progress their children make. They remark on how wonderful the staff are, and how their children love attending. Children are happy, settled and enjoy the time they spend within the welcoming and happy environment.

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	EY241497
Local authority	Sutton
Inspection number	977129
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	110
Name of provider	Busy Bees Day Nurseries Limited
Date of previous inspection	09/04/2014
Telephone number	020 8644 3654

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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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