

# Busy Bees Day Nursery at Altrincham

72 Ellesmere Road, Altrincham, Cheshire, WA14 1JD

<b>Inspection date</b>	08/10/2014
Previous inspection date	10/04/2014

<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

- Staff have a good knowledge and understanding of the Early Years Foundation Stage. They use this knowledge effectively to plan activities that support children as they move towards the early learning goals. As a consequence, teaching is effective and children make good progress.
- Leadership and management are good. The management team undertakes self-evaluative practice, which identifies strengths and areas for development. This means that children benefit as the nursery is consistently improving.
- Staff have effective knowledge of their safeguarding policy and practice. Therefore, children are supervised and well protected in the nursery.
- Parent partnerships are effective. Partnerships with other professionals are embedded and information is effectively shared. Staff have a good knowledge of children's needs. Consequently, children's needs are well supported.

### It is not yet outstanding because

- Staff do not always consider the best way in which children can use the available space in the outdoor area, in order to support children's physical development.

## **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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the management team and a local authority advisor at different times throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

## **Inspector**

Elisia Lee

## Full report

### Information about the setting

Busy Bees Day Nursery at Altrincham was registered in 2000 and is on the Early Years Register. It is one of a chain of day nurseries owned by the Busy Bees Group Limited. It operates from a large Victorian house in a residential part of Altrincham. The nursery serves the local area and is accessible to all children. It operates from four base rooms and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds an appropriate early years qualification at level 4, five hold appropriate qualifications at level 3, eight hold appropriate qualifications at level 2 and two members of staff are unqualified. The manager also holds an Early Years Teaching Status, as well as an early years qualification at level 6. The nursery opens Monday to Friday all year, except for bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. It supports a number of children 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:

- enhance outdoor play opportunities to support children's developing physical skills and learning to the maximum potential.

### Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and plan activities, which provide interest for children and engage them in learning. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities. For example, children enjoy using construction blocks while referencing photographs of famous structures around the world. They use the computer, with age appropriate educational software, to initiate their own activities in the creative area, using a range of different materials. Staff pose questions for children and consider how children's natural interests can be enhanced. This teaching strategy supports children in becoming active learners and with gaining the necessary skills in preparation for school. Staff observe children as they play to ascertain their developmental stage and identify children's next steps in learning. This means that children are well supported as they move towards the early learning goals. As a result, children make good progress.

Teaching and learning is good. Staff understand the Early Years Foundation Stage and use this knowledge well to support learning. For example, they plan adult-led activities, which provide targeted support to meet children's individual learning needs. For example, children take part in a session to support early mark making and letter formation. Children

listen to a piece of music and enjoy taking part in a specific set of actions. Children then use the same actions, while holding large crayons to make corresponding marks on paper. Staff follow children's interests and extend their learning. For example, children enjoy looking out of the window and observing changes they can see in autumn leaves. Staff support children by providing binoculars and asking them to identify other things they can see through the window. Staff role model language and repeat questions so that children's understanding of new words is enhanced. Staff verbally interact with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking, so children become active and confident learners. Challenge is provided through well-planned activities and a good level of teaching support. Children who speak English as an additional language are supported by using visual pictures to support their understanding, incorporating different languages in room displays and liaising closely with parents, enabling them to make good progress in their individual learning.

Parent partnerships are in place and staff welcome the views of parents, so that they can meet children's care and learning needs. Staff understand the importance of working in partnership with parents. Methods of communication are used well. For example, daily diaries for younger children, a text messaging service, parent questionnaires and daily verbal feedback. The senior management team are currently extending these partnerships even further, so that information can be shared with an even wider range of parents. Some parents have recently responded to a questionnaire which asked for parental views as part of a project to develop the outdoor area. Some parent's ideas have been incorporated into the outdoor plans. Parents are involved in children's assessment through contributing to baseline assessments, the progress check for children between the ages of two and three years and children's development files. Parents are involved in home learning, through supporting children with completing a diary for a take-home teddy. Staff speak with parents about planned topics and make suggestions for activities that can be undertaken in the home to extend children's learning. Parents are complimentary about the nursery. For example, they comment favourably on the practice of staff and thank staff for supporting children in becoming confident learners.

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

An effective key-person system is in place and secure attachments are evident. Children start at the nursery on a gradual admission basis and are allocated a key person, which is flexible to suit children's needs. This allows children and parents to build purposeful relationships with staff. Staff are informed about children's care needs, as parents are asked to complete documentation about likes, dislikes and individual needs prior to admission. Staff are positive role models and interact with children at their level. For example, staff take part in role play with children, talk with children about how to use the computer and role model how to play with resources. Positive relationships are evident. For example, younger children waking from their sleep are comforted by staff talking gently with them. Children respond well to this and lay their head on their key person's shoulder. This shows that children are settled and feel secure. Positive behaviour is

encouraged through effective strategies, such as using visual picture cards when there is a change in children's routines. Staff praise children throughout the day, which helps to build children's confidence and self-esteem. Children listen well to staff requests and partake in daily routines. As a result, behaviour is good.

Children are building knowledge of risk through the opportunity to take part in regular emergency evacuations of the building and through using tools independently, such as scissors. Staff regularly remind children to consider potential risks. For example, staff ask children to consider what may happen if they keep spilling water on the floor during water play. Children confidently answer that they might slip on the wet floor. Children's independence is supported through using the bathroom independently, self selecting resources and pouring drinks. The indoor and outdoor environments are good and offer a wealth of resources to support children's learning. However, staff often split the outdoors into smaller areas so that they can effectively observe children as they play. At times, this can result in staff not always considering the best use of space to support children's emerging physical skills. This decreases opportunities to make the most of outdoor learning.

Children learn about healthy lifestyles through daily access to the outdoor area and walks in the local environment. In addition, children regularly enjoy music and movement sessions, which advocate the importance of exercise and healthy life styles. Food is freshly cooked on the premises by a designated chef, with varied menus that offer healthy options and which are tailored to individual dietary needs. Children learn about making healthy choices through weekly cooking classes and imaginative ways to encourage children to try new foods. For example, children enjoy a fruit tasting session at snack time. Staff encourage learning by initiating discussion about different fruits and how we eat them, such as the difference between peeling and chopping. Supportive transitions are in place for children. Staff meet to discuss children's needs on a regular basis. Teachers from the local school are invited into nursery and transition documentation is completed, which means that all carers are aware of children's individual needs. In addition, if a child attends another carer at the same time as attending nursery, then staff use a communication book to share information. Children are supported through discussion and considering which activities they are looking forward to at school. This helps children to be emotionally prepared for change as they get ready to make the move to school.

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

Staff have a secure knowledge of effective safeguarding procedures and are aware of the appropriate authorities to contact, should they be concerned about a child's welfare. The management team ensure that practices and policies are constantly revisited by staff, such as during monthly staff meetings. Staff supervise children well and consequently, children are suitably protected. For example, the nursery keeps records of accidents, medication administration and attendance, which helps staff to protect children and promote their

welfare. There are effective processes for the selection and safe recruitment of new staff. The management team are constantly developing practice to further safeguard children. For example, selection and recruitment procedures and induction processes have recently been reviewed. Staff are supported through staff meetings, appraisals and supervisions. The management team are keen to support continued professional development of staff and have a peer observation system in place to inform the supervision process. Staff have a good understanding of the importance of risk management. Written risk assessments are in place and written policies and procedures support good safety practice. Managers are keen to ensure that risk assessment reflect current needs. For example, the management team have risk assessed the transportation of food at lunch time to children who are cared for on the first floor of the building. Daily safety sweeps are also undertaken to ensure that the environment and resources are suitable for children's needs on a continual basis. Staff effectively follow procedures, which supports safety. For example, a visitors' book is in use so that staff are aware of all visitors on the premises and ensure that identification badges are checked.

Staff know children's needs well and understand how to support children's individual learning requirements. For example, staff role model how to use the resources, play with children at their level, provide a running commentary with younger children and discuss prior learning with older children. Staff are well qualified and, as the nursery is part of a chain, they also access their own consultant team to advise and develop practice further. The management team attend network meetings and receive support from the local authority on a regular basis, allowing managers to reflect on best practice. Each staff team, within each room in the nursery, undertake a reflective journal, which documents peer observations, assesses the environment and records activities that have worked well. The management team monitor teaching and learning through observing staff as they work, role modelling effective practice, identifying key areas for discussion in staff meetings and providing feedback to staff during supervisions. Children's development files are monitored on a regular basis, which ensures that gaps in learning are identified and appropriately addressed through targeted interventions. Staff attend regular training in order to update their knowledge. Staff have recently attended training on effective questioning and supporting two-year-old children.

The management team are committed to undertaking self-evaluative practice and have been pro-active in addressing all the actions and recommendations that have been raised as part of the previous inspection. For example, the management team have attended safer recruitment training and developed their systems for selection and recruitment. This means that appropriate checks are undertaken on staff so that children are safeguarded within the nursery. Staff have attended training on planning challenging activities, which promote the effective characteristics of teaching and learning. Consequently activities capture children's interests and engage them in learning. Staff have attended training on supporting children's language development and developed opportunities for children to access resources independently. This means that children are supported well in their learning and development. The management team are keen to improve the nursery further and regularly seek views from children, parents and staff to inform their focus. The management team have developed action plans, work in partnership with local authority advisors, complete training audits, attend cluster meetings and have identified priorities for the future. There are good parent partnerships in place. Staff have purposeful

partnerships with other professionals to better support children's needs. The nursery has made links with local schools, local authority advisors and other private providers. Information is discussed with parents and other professionals, which supports a co-ordinated approach to meeting children's individual needs. As a result, children's care and learning needs are well 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>	310342
<b>Local authority</b>	Trafford
<b>Inspection number</b>	981541
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	107
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	10/04/2014
<b>Telephone number</b>	0161 928 9203

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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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