

# Busy Bees Nursery, Alton Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341589
<b>Inspection date</b>	07 March 2007
<b>Inspector</b>	Louise, Caroline Bonney
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<b>Registered person</b>	Busy Bees Nursery Alton Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Busy Bees Nursery Alton Limited changed ownership in 2006, and re-registered as a privately owned nursery. It operates from two halls in the Hawkins Building with an enclosed garden for outdoor play. The nursery is situated on the outskirts of Alton, Hampshire, and most children attending come from the local area. A maximum of 42 children may attend the nursery at any one time. The nursery is open 09:00 until 15:00, Monday to Thursday, and 09:00 until 12:00 on Fridays, term time only.

There are currently 79 children aged from two to under five years on roll. Of these, 38 children receive funding for early education. The nursery currently supports children with learning difficulties and disabilities, and children who speak English as an additional language.

The nursery employs 10 staff. Of these four hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Effective procedures ensure children stay healthy, and staff inform parents of any illnesses currently prevalent. Children benefit from the hygiene procedures in place. For instance, staff ensure the premises and equipment are clean, and have suitable nappy changing procedures. This prevents the spread of illness and infection.

Children learn how to maintain their health as they develop independence in looking after their personal care. Older children recognise when they need the toilet and ask to leave the room, staff accompany them but only offer support when necessary. Children learn to dress appropriately for the weather, and put on coats and boots to play outside when cold and wet. They recognise how their bodies change during exercise, and take off their coats when hot. Children understand they need to wash their hands before eating and after the toilet. However, soap is not available when washing prior to eating and younger children's sticky hands are not wiped after snack time, and there is little discussion about the purpose of washing hands. This does not help them fully understand how to maintain good hygiene.

Children develop awareness of how to eat healthily. Staff encourage parents to provide nutritious snacks and lunch boxes through sharing their healthy eating policy. Nursery provides raisins, water and milk, and staff talk to children about their favourite foods to encourage them to identify their likes and dislikes. Snacks times are very sociable, when children and staff sit together and enjoy animated conversation. Under threes have their drinking beakers available and older children help themselves to the jug of water available throughout the session whenever they are thirsty. This encourages children to develop healthy eating habits and to take plenty of fluids.

Children have their needs met by sufficient staff receiving first aid and additional training to support children's individual medical requirements. They record detailed information about children's medical conditions, and ensure all consents are in place prior to administering medication. This provides good support for children's medical needs.

Children have frequent although not daily opportunities for physical activities, such as playing in the garden with balls and trikes, or playing games of chase. Indoors they run and skip as they play musical games. This supports their health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children receive care in a welcoming and safe indoor and outdoor environment. Staff risk assess the children's activities and premises and reduce most hazards effectively. Staff always accompany the children when they leave the playrooms to use the toilets. However, some children can unlock the main entrance independently. This means there is the possibility, although slight, that they could leave the premises unnoticed.

Children feel welcome as they arrive to find the premises are fully set up ready for their activities. They access a wide range of equipment which is safe and developmentally suitable. They develop understanding of how to be safe. For instance, they learn how to evacuate the building in an emergency as they practise fire drills and to put away toys safely with staff support. Children show some awareness of risk as they tell an adult to close her eyes as sand is spilt. However,

children do not participate in more challenging activities such as climbing and sliding to further develop their control and awareness of risk.

Children receive protection from possible abuse through staff having awareness of the signs for concern. Parents receive information about the nursery's child protection procedures through notices, letters and policies, and staff record all existing injuries. Staff agree collection procedures with parents, such as sharing a password when another adult collects them. This safeguards the children.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Young children settle very well through sensitive settling-in procedures, whereby they visit with their parents until sufficiently confident to separate from them. They feel welcome as staff greet them by name on arrival, and they quickly begin to play as their resources are set out ready for use. Children play happily together as they participate in a suitable range of activities. For instance, younger children build models with large blocks, paint with large brushes, sing familiar nursery rhymes and enjoy playing outside each day with resources such as balls and wheeled toys. Children develop good relationships with staff, and approach them confidently for support. Staff are aware of the Birth to three matters framework and are awaiting training before using this to develop practice.

### **Nursery Education**

Teaching and learning for children receiving nursery education funding is satisfactory. Children participate in a varied range of activities, which are particularly stimulating during the morning sessions when the majority of children attend. Staff plan activities around the Foundation Stage early learning goals, and develop focus activities with clear learning objectives. This helps provide some suitable levels of challenge, and develops children's learning in most areas. Staff observe the children during their activities and record some of their progress against the stepping stones. Staff then use these achievement records to identify gaps in learning and to inform future planning and development, such as children's awareness of technology and the need for large equipment to develop physical skills. Staff provide a structure for the session which balances opportunities for free play and adult-led activities. They provide a wide range of resources for children to select from, with some imaginative additions such as dinosaurs in shaving foam and a worm farm. Children are aware of the routine and anticipate changes in activities when staff ring a quiet bell. This allows them time to adjust their play as they finish their activity, helping a smooth transition. During the afternoon session activities are less well planned. This leads to children being less purposefully occupied and stimulated.

Staff interact well with the children and are enthusiastic in their delivery of activities. They encourage children to develop communication and thinking skills through their open-ended questions and conversation. External teachers come into the provision to deliver activities such as French and music, which provides further learning opportunities for the children. Children develop independence as they increasingly look after their own needs. They pour their own drinks at snack time, or use the water jug available if thirsty at other times. They ask to leave the room when necessary, and dress themselves for outdoor play with staff nearby to support those that need help. They initiate their own learning and play as they select their activities during free play.

Children develop confidence and self-esteem through staff praising their good efforts. They behave well and are beginning to show awareness of each other's feelings, showing care when a friend's castle is knocked down and they help to rebuild it. They show a strong sense of belonging as they arrive and greet each other. Many have well-established friendships, and the atmosphere is happy and busy. Children are keen to participate in most activities and concentrate well, such as when they experiment with glue or paint. They participate well during group activities, such as circle time, and are keen to volunteer for tasks such as collecting used paper towels in the bin.

Children develop good awareness of shape, number and size. They spontaneously count, some beyond 10, and use the number wall-chart during their free-play activities. They begin to use calculation as they sing subtraction songs, and recognise which number comes next, such as five after four. They play games with shapes, recognising a diamond as two triangles, or a rectangle by the number and length of its sides. They explore shapes as they carefully construct models with geometric bricks.

Children enjoy looking at books and listening to stories, recognising their structure and that words carry meaning as staff point to the printed title and captions. They recall and predict the story, and use books for reference to look at insects on the topic table. Children use language for thinking as staff encourage them to communicate through skilful questioning during their activities. Staff encourage children to recognise the sounds and formation of letters. They introduce a letter each week and plan activities such as sequencing the letters in their name, with more able children writing them while using their name cards as guides. However, children do not have daily opportunities to write in practical ways, such as labelling their own pictures.

Children enjoy learning about the natural world during planned topics. They closely examine insects such as worms in the worm farm or snails on a leaf. Children show curiosity as they experiment with various materials. They concentrate well as they drip glue from a brush, or tell an adult to listen carefully as they tear netting or pop bubble-wrap. Staff encourage them to notice how glitter in the sun reflects onto the ceiling, or how their reflection is upside-down in some shiny paper. Children become aware of their own and other cultures through activities, such as Christmas or the Chinese New Year. However, staff do not yet incorporate the different cultural backgrounds some of the children attending have to further develop their self-esteem and to help children recognise and value differences. Staff are aware there are insufficient opportunities currently available for children to develop understanding of technology, and have identified this as an area for development.

Children have opportunities to exercise and develop physical skills on most days. They run at speed as they play What's the Time Mr Wolf in the garden, or balance and crawl through apparatus set up as an indoor obstacle course. They pedal trikes or push themselves along in a car. However, planning for physical activities is underdeveloped and there are no opportunities to use larger equipment at present, although a slide and climbing frame are undergoing repair and assessment. Children develop good dexterity as they manipulate playdough and construct with various kits. They enjoy painting with large movements on vertical easels, and develop control of pencils and crayons which are freely accessible on the writing table at all times. They enjoy creative activities, such as painting and role play. Once a week they participate in music lessons with an external teacher, and enjoy singing together at group time each day. However, craft resources set out are limited, and do not extend opportunities for children to develop safe use of a wide range of tools such as scissors, or encourage them to develop their own ideas and problem solve.

## **Helping children make a positive contribution**

The provision is satisfactory.

Partnership with parents is satisfactory. On first joining the nursery parents provide a child profile for staff to base children's future development on. They are shown the achievement records to be kept on their child. However, few see or contribute to these records again until the children leave the setting. Staff have not yet developed a system for informing parents about the Foundation Stage curriculum. Parents support children's learning by providing resources from home to reflect topics or the letter of the week. There is a good exchange of general information between staff and parents at handover. Parents feel well informed about the provision and staff seek information about their children's individual care needs. Parents receive written information about the setting on first joining, a half-termly newsletter, and are aware of the nursery's policies and procedures. Parents develop good relationships with staff, and praise their management of the children and the provision.

Staff promptly identify children who have possible learning difficulties and disabilities, and in liaison with parents seek support from specialist schools and the area special needs co-ordinator. They are aware of the Special Educational Needs Code of Practice and develop strategies to support children's learning. Children have equal opportunities to use a wide range of equipment and toys that reflect social diversity. Staff have insufficient strategies for supporting children with no English and are actively seeking external advice. Children who have English as an additional language share key words, but do not otherwise have their culture reflected within the group. This does not sufficiently promote feelings of belonging and self-esteem, or help children to recognise and value diversity.

Children appear relaxed and at home in the comfortable environment. They confidently make choices and take decisions as they initiate and extend their own play and learning by accessing the range of toys staff set out. They know the routines that help them settle, and confidently seek support from staff. Children behave well, and staff manage their behaviour effectively by giving clear boundaries and praising appropriate behaviour. Children develop confidence as staff praise their efforts throughout their play. They show care and concern as staff remind them to be careful with the worm they are closely examining, and they pass each other resources, share and take turns well. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children benefit from the new owners managing the transfer of the nursery from the previous owner smoothly and without disruption. They have established a dedicated and enthusiastic team of staff who work hard to ensure the children enjoy their time at the setting. Staff deploy themselves effectively and work well as a team. They establish routines which the children are familiar with and which provide rhythm to their day. This helps children settle well in the nursery.

Staff set up equipment and displays each day prior to the children's arrival to provide a warm and welcoming environment. Children separate into two age-groups, Mini Bees and Busy Bees. Each member of staff is keyworker to a group of children, and is responsible for maintaining their achievement records. The owners ensure sufficient and safe resources are available to support the children's learning and development, and maintain close and effective links with the hall committee. The owners are in the process of developing the previously held policies and procedures to better reflect their setting. They maintain documentation well and share children's records with parents.

Children receive support from sufficient staff who have appropriate training. The owners and staff continue their professional development through the identification of their training needs, such as first aid, child protection and staff appraisal. They organise in-house training such as for the Birth to three matters framework and the Foundation Stage. Staff undergo some appropriate vetting procedures. However, these procedures are not sufficiently rigorous, with references not followed up or original qualifications seen. All staff receive an appropriate induction, when they receive support from a mentor. This supports the safety and welfare of the children.

Leadership and management is satisfactory. The owners help staff work together by involving them in half-termly planning meetings and weekly staff meetings. Staff participate in the evaluation of the setting and identify areas for future development, such as the provision of larger apparatus for physical play and resources for information and communication technology. The owners organise meetings with other professionals, such as their teacher mentor or the area special needs co-ordinator. External teachers also deliver additional activities, such as French and music, to broaden the children's experience. This helps develop the provision to the benefit of the children.

The setting meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hygiene during hand-washing procedures before and after eating
- improve the security of the building to ensure children cannot leave unattended

- develop the provision for children under three by using guidance for the Birth to three matters framework

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the provision for physical development and information and communication technology
- develop staff's understanding of how to extend free-play activities to further develop children's skills and learning, and how to encourage children to problem solve during their activities
- develop understanding of how to promote inclusion of children with no English
- develop systems to monitor and evaluate the provision of nursery education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)