

Busy Bees @ Colton Mill

Inspection report for early years provision

Unique Reference Number	EY265715
Inspection date	27 February 2008
Inspector	Linda Filewood
Setting Address	Colton Mill, Stile Hill Way, Leeds, West Yorkshire, LS15 9JA
Telephone number	01132 648617
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Registered person	Busy Bees Nurseries Limited
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Busy Bees opened in 2003 and provides day care for the local community. It is situated in Colton, on the outskirts of Leeds, in West Yorkshire. The nursery is one of many throughout the country owned by a private company called Busy Bees Nurseries Limited. It is managed on a day-to-day basis by the nursery manager. Care takes place in purpose-built premises, consisting of a ground floor level and a first floor level and all children have a safe and secure outdoor play area. A maximum of 175 children may attend the nursery at any one time. The nursery is open from Monday to Friday throughout the year, closing only for bank holidays. Daily opening times are from 07.30 to 18.00.

The nursery has 201 children under five years currently on roll. Of these, 44 children receive funding for early education. It provides full-time and part-time places and currently supports a number of children with learning difficulties.

The nursery employs 50 members of staff, including auxiliary staff. Of these, 28 hold appropriate early years qualifications and two are working towards a qualification. Staff receive support from the local authority, including support from a visiting advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene practice through consistent daily routines and discussions with staff. For example, they know to wash their hands to remove the germs as this helps prevent them from becoming poorly. Staff follow good procedures to maintain high standards of hygiene. They clean the table surfaces before a meal is served and consistently wear disposable gloves when preparing the snack of fruit. Children are protected from cross-infection because the nursery has a clear policy not to accept children who are unwell. This is made known to parents before their child attends. Outbreaks of infectious diseases are clearly advised to parents. Children are well cared for if they have an accident as most staff have a current first aid certificate. Staff keep accurate records of any accident that occurs or medication given and ensure that they are signed by parents. Written consent for emergency medical advice or treatment is obtained from parents.

Children benefit from a healthy diet as they have a good variety of balanced meals prepared by the cook in the nursery kitchen. This is served up to young children by staff, whilst older children are encouraged to serve themselves. Younger children learn to feed themselves and older children use child-sized cutlery to cut up their own food. This encourages children's individual choice and independence. Their dietary needs are met well because the manager obtains information, which is clearly displayed in the nursery rooms and in the kitchen, at the point of admission. Fresh drinking water and fruit are available to all children throughout the day. Jugs and cups are at a low level to enable children to help themselves. Staff ensure babies and younger children follow their individual feeding and sleep routines as discussed with parents. The nursery routine allows all children to have a quiet time or sleep that reflects their individual requirements.

Children have regular opportunities for outside play and physical exercise at least twice a day. They use climbing and activity equipment, wheeled toys, slides and balancing equipment which ensures the development of their physical skills. A large indoor activity room is well used to allow children to enjoy a further range of indoor activities, such as dancing and soft play. A small set of stairs helps younger children learn to negotiate steps safely. The good arrangement of toys and play equipment offers space for babies and young children to roll, crawl and stand with support. Older children competently use a wide range of equipment, such as scissors and paintbrushes, which help to develop their fine motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use premises that are suitable, clean and well maintained. The layout of the equipment in all rooms is attractive and encourages its use. Children's artwork is well displayed, as well as information to support their learning and photographs of recent activities, creating a welcoming environment. Children use a wide range of equipment that is suitable and safe as staff provide child-sized furniture, equipment and toys that are appropriate for their purpose. Space is organised well and children are able to move freely around the room, accessing different areas of play. Young children have limited independent access to all toys and resources but ample resources are put out at any one time to give them good choice.

Children receive good care in a safe and secure environment and they are well supervised at all times. They learn to keep themselves safe due to clear explanations from staff. For example, they are reminded to sit properly on the chair or they will hurt themselves. Staff make good use of risk assessments to monitor safety and these are reviewed regularly. Accident records are analysed to decide whether any steps need to be taken to reduce the risk of accidents happening. Children are very safe on outings as staff ensure good ratios are upheld; a description of each child is recorded before they go and children wear labels containing details of the nursery. Children learn to protect themselves in an emergency because they have regular opportunities to practise the evacuation procedures. The names of children playing in each room are carefully recorded so that staff are fully aware of where each child is.

Children's welfare is well considered and they are protected at all times. Staff clearly understand their role in child protection and confidently know how to put appropriate procedures into practice. However, the child protection policy contains some out of date information and has not been updated in line with current changes. Clear policies are in place for the collection of children and staff carefully check any persons who do not usually collect the children against their file. Children play in a very secure environment as the system for managing access to the premises is excellent. Visitors are signed in and out and parents and staff use a fingerprint recognition system.

Helping children achieve well and enjoy what they do

The provision is good.

Children are fully involved in a good range of enjoyable activities, including outings and visitors to the setting, which contribute well to their development. Staff form warm relationships with the children and are actively involved with them. For example, they sit on the floor and join in the children's play, engaging them in close physical contact and eye contact. Staff encourage young children to develop their communication skills as they play with each child individually. As a result, older children are becoming chatty and talk confidently. Children are happy, busy and interested in their play and move around freely accessing toys and play equipment. They are sufficiently confident to work and play independently as they investigate the sounds different musical instruments make, for example.

Children are divided into groups according to their age. In each of these groups, children experience a wide range of sensory experiences that provide them with good opportunities to explore different media. All children enjoy exploration with glue, paint, water, natural materials and sand. For example, the youngest babies play with finger paints and older children describe what happens when they blow into the paint. Children are improving their social skills as they share the equipment with other children and cooperate with each other in role play. In each room, they enjoy looking at age-appropriate books with adults and comfortable, cosy areas are set aside for them to enjoy.

All of the younger children benefit from a programme of carefully planned activities that are supported by the 'Birth to three matters' framework. This provides an interesting range of activities for younger children. Staff observe all children regularly but do not use the observations to identify children's next areas for development or show that they incorporate these into their plans for future activities. Good systems are in place to find out from parents their children's individual care needs. However, information is not sought about what their child can do to enable staff to plan and support children's learning and development from entry.

Nursery Education

The quality of teaching and learning is good. It is rooted in sound knowledge and understanding of the Foundation Stage, which allows children to make good progress in all six areas of learning. Planning is detailed and linked to the early years learning goals and includes a very good variety of activities and hands-on experiences. Staff use very good questioning skills and appropriate challenges to further children's learning. They record and monitor children's progress through focused observations and photographs of children at play. However, there is no clear procedure for identifying what a child knows and can do when entering the setting and for extending next steps in children's individual learning.

Children are interested and motivated to learn. They are able to form good relationships with others and are confident to try new activities. Children are independent in their personal care and are able to share and take turns. They are able to speak clearly and interact and negotiate with others. Children extend their vocabulary and link sounds to letters. They are able to count to 10 and beyond and are learning to recognise numerals from one to nine. Children use language to describe and compare shape, size and quantity. They are developing a good sense of time as they recall previous events.

Children are developing their designing and making skills through everyday opportunities to assemble and join materials. They find out and identify features of living things and know about the use of everyday technology to support their learning. Children have a very good understanding of diversity and the wider world. They recognise the importance of keeping healthy and the changes to their bodies after exercise.

Children are able to move confidently with control and good coordination. They use a range of large and small equipment with competence. Children explore colour through ongoing art and craft activities. They are able to respond in a variety of ways using all their senses through planned activities, such as fruit tasting sessions and listening to audio tapes. Children use their imagination through role play and are able to sing simple songs from memory.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children develop a good awareness of our wider society through a good range of appropriate resources. Staff make good use of role play and visitors to the setting to enhance children's learning. Children learn about other cultures and religions as they celebrate a variety of different festivals. The posters displayed around the nursery show positive images to further raise children's awareness of similarities and differences. Staff actively promote the inclusion of all children and offer good support to children who have additional care needs. Many have trained in using sign language and a designated staff member liaises closely with parents and outside agencies, when relevant.

Children's behaviour is good. They are helped to understand how their behaviour affects others and respond well to staff's reminders to share. Unacceptable behaviour is managed age appropriately. Most staff have recently attended further training on behaviour management to enhance their understanding. Children receive consistent messages and clear explanations from staff of what is expected of them and why. This helps to ensure that children understand the boundaries and are able to enjoy their time at the nursery.

The partnership with parents and carers is good, which contributes significantly to children's well-being. Children are secure in the nursery because their parents are well informed about the provision. For example, there is good communication through regular verbal exchanges

with the children's key person, daily record sheets and informative newsletters. New children's individual routines and preferences are discussed and recorded, which means that staff are aware of all the children's care needs. Parent noticeboards help to promote a clear understanding of the structure of the day. Parents are invited to take an active part in the life of the nursery by becoming a parent representative on the Parent Liaison Committee. Their views and ideas are identified through the completion of regular questionnaires. There is a complaints policy and procedure; however, it does not include the timescales for resolving any complaints and the contact details of the regulator are not up to date. This makes it difficult for parents to report a complaint. Staff encourage parents to play a full part in their children's education. They are provided with an information booklet which contains quality information about the Foundation Stage. Parents receive formal and informal feedback about their child's progress and are involved in their child's learning through providing resources to link in with planned topics. All parents are encouraged to look at their child's individual files and to contribute to them.

Organisation

The organisation is good.

Children's feelings of security and well-being are increased by the effective deployment of staff. The grouping of children, according to age, enables staff to provide appropriate activities and experiences that children enjoy. Children are supported by a good ratio of staff to children and are cared for by a key person who builds trusting relationships with the children and families. Clear, sound recruitment and vetting procedures ensure children are well protected and cared for by the staff, who regularly attend a variety of training. This continues to enhance their knowledge and understanding. A comprehensive collection of policies and procedures, which contribute to children's health and safety, are in place and shared with parents. However, although the policies are centrally reviewed, they are not very regularly updated to reflect any changes in legislation or contact details.

Leadership and management is good. This has a positive impact on children's progress. The setting has a clear vision which is shared with staff and steers the work of the setting. There is a strong commitment to improvement, and effective leadership and management of staff ensures their views and ideas are valued, respected and represented at team meetings. They recognise that self-evaluation is the key to continuous improvement and use the information to monitor and assess the provision of nursery education. The management team identify the provision's strengths and weaknesses, as well as areas for improvement, and act upon their evaluations to develop the service offered to families and children. The setting is fully committed to promoting an inclusive environment where every child matters.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection, the provision was asked to develop further ways in which the environment could be made more welcoming for children and parents. The children's artwork and colourful posters are attractively displayed throughout the setting. This shows that the setting values the children's work and creates a sense of belonging.

It was recommended that the child protection policy was shared effectively with parents and that the methods of recording children's times of attendance on a daily basis be improved. These recommendations have been met, improving the children's safety. The child protection

policy has been reviewed and, although not fully updated to reflect recent changes, is shared with parents. This helps them understand the staff's role in protecting their children. The attendance register is well maintained and children are signed in and out of each room.

The provider was also asked to develop staff's understanding of the developmental needs of children under two years. They were asked to have more opportunities for children to explore, investigate and develop their creativity, both indoors and outdoors. It was recommended that they planned and organised resources and activities, so that children could access them more independently and develop their own ideas. Staff are attending further training on the introduction of the new Early Years Foundation Stage to further their knowledge. Young children move freely from one activity to another; they are given time to explore the resources and babies enjoy learning through their senses.

Some areas of weakness in nursery education were identified. The provision was asked to ensure that all aspects of children's learning were fully promoted in staff's planning. This was to include the full range of early learning goals in the areas of communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical development. They were also asked to further develop staff's current knowledge and understanding of the early learning goals, and complete regular assessments of the strengths and weaknesses of the overall pre-school provision. Most of the key issues have been addressed. Staff demonstrate a sound knowledge and understanding of the Foundation Stage. Although some staff have not received training, they are all aware to link planning into the early learning goals so that it covers the six areas of learning. The management constantly evaluates the service it offers. However, the request to provide more opportunities for parents to share what they know about their child has not been fully addressed and remains a recommendation as a result of this inspection.

Complaints since the last inspection

Since 1 April 2004 there have been a number of complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

On 3 December 2004 a concern was received by Ofsted against National Standard 13: Child protection following the reporting of a disclosure by a child to a staff member. A visit was made by an inspector to investigate the concerns. Actions were agreed by the inspector and the provider to improve standards by informing Ofsted of any significant changes or events.

On 2 March 2005 concerns were raised against National Standard 2: Organisation, regarding staffing ratios, particularly of qualified staff. Ofsted made an unannounced visit and appropriate actions were agreed to meet the National Standards.

On 16 May 2005 concerns were raised against National Standard 2: Organisation, regarding the staffing ratios in the nursery. The provider investigated and took appropriate actions to meet the National Standards.

On 16 January 2006 Ofsted received concerns relating to National Standard 6; Safety, in particular the supervision of the children and recording of accidents. An inspector visited the provision on 6 February 2006. Actions were raised to ensure an accident record and complaints record are maintained, which is shared with parents.

On 13 September 2007 concerns were raised to Ofsted in relation to National Standard 8: Food and drink, that information about a child's dietary requirements had not been sufficiently

understood by staff. The provider investigated and took action to rectify the concern to Ofsted's satisfaction by refreshing staff awareness about dietary requirements.

On 27 September 2007 concerns were raised with Ofsted in relation to National Standard 1: Suitable person and National Standard 13: Child protection, concerning the behaviour of a member of staff. The concerns were shared with other agencies. The provider investigated and took action, following their disciplinary procedures, which was appropriate in order to satisfy Ofsted that they were complying with the National Standards.

As a result of all these investigations, Ofsted remains satisfied that by taking the appropriate steps detailed above the provider remains qualified for registration.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- ensure all policies and procedures are regularly updated to reflect any changes in legislation and contact details.

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):

- introduce a procedure for identifying what a child knows and can do when entering the setting and review the monitoring and recording of their progress to ensure it clearly shows the next steps in their learning and development (also applies to care).

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