

# Busy Bees at James Paget Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY304521
<b>Inspection date</b>	04 June 2008
<b>Inspector</b>	Susan Cox
<b>Setting Address</b>	Lowestoft Road, Gorleston, Great Yarmouth, Norfolk, NR31 6LA
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<b>Registered person</b>	Busy Bees Nurseries Limited
<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 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 at James Paget Day Nursery is a well-established nursery that was registered to Busy Bees Childcare Ltd in April 2005. It operates from purpose built premises in the grounds of James Paget Hospital, Gorleston. All children have access to the enclosed outdoor play areas. A maximum of 71 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.30 throughout the year closing only on Bank Holidays.

There are currently 151 children aged from six months to under five years on roll. Of these, 48 children receive funding for nursery education. Children come from a wide catchment area due to priority for places being given to the children of the hospital staff. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The company employs 22 childcare staff. Of these, 17 hold appropriate early years qualifications and five are working towards a qualification. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is well promoted. This is because they are cared for in premises that are clean and staff maintain hygiene appropriately throughout the day. Clear information is gathered from parents and this enables staff to meet children's medical needs. Many of the staff hold current first aid training and so are able to respond to accidents appropriately. A clear record is made and shared with parents so they know what has happened to their children and can take any further action needed to ensure their welfare. Children are learning how to manage their personal hygiene. For example, older children are independent in the use of the toilet and staff monitor this to make sure help is at hand if needed. Younger ones receive appropriate support and babies are changed sensitively. Older children wipe their nose and dispose of the tissue appropriately whilst staff quickly spot if little ones need their nose wiped to maintain hygiene.

Children's dietary needs are met as a balanced range of meals and snacks are provided by the chef to meet individual requirements. Food is cooked on the premises using fresh produce and the menu is displayed so parents understand what is being provided and can talk to staff about any changes they feel are needed for their child. Children eat well and meals are sociable times with children sitting with their friends and chatting happily to the staff. They talk about what they are eating and what is good for them. This understanding is developed further through projects and the older children enjoy tending the produce in their vegetable garden. They are growing crops such as potatoes, tomatoes and leeks which they harvest and the chef cooks for them to eat. Babies are sensitively cuddled to be fed their bottles and care is taken to supervise them well as they learn to feed themselves. This ensures they are safe, their emotional needs are met and they learn the required skills appropriately. Although food hygiene is generally good, the serving of meals does not always meet the required standards for hygiene to make sure children remain well.

All children enjoy playing in the fresh air and this contributes to their good health. They run around and ride a good range of wheeled toys with increasing skill as they manoeuvre around others at play. Children love to run up and down the low grassy bank and dig in the mole hills which have appeared like magic. They help tend the vegetable patch, grow flowers, play in the tent, crawl through the tunnel and play with sand and water. They enjoy a range of small world and imaginative play with good resources being brought outside and chalk, draw and share books at times. They are learning how their body works and a range of skills as they play in the fresh air. Babies and toddlers enjoy time in the fresh air. Those that are not mobile lie on activity mats and explore a good range of toys within their reach being well supported by staff.

When children are tired they rest according to their individual needs and as agreed with their parents. For example, little ones sleep comfortably in cots and older children rest on folding mattresses. All children are regularly monitored to ensure they are safe when sleeping.

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

The provision is satisfactory.

Children generally arrive happily and quickly start to play. This is because the premises have been designed with children in mind and are bright and welcoming. Children's work is well displayed in each room and staff consider the layout of toys and resources to make them

interesting environments in which children play. Children move around confidently and make many of their own choices of what they want to do. They access a good range of resources as storage is appropriate and this helps them learn to organise their own play. Staff monitor what is chosen to make sure it is safe and appropriate for them to use. Easy access to outside play enables older children to often choose if they wish to play inside or outside and toilets are readily available helping them to become independent in their personal care.

Children's safety is promoted as staff supervise them well and take much action to minimise risks. They carry out regular checks to make sure the premises are safe and risk assessments are conducted for outings to ensure children's safety. The premises are secure and only authorised persons have entry. However, at collection times some children run ahead of their parents after being collected from their room and there is a potential risk of children leaving the premises without their parents as the exit button for the door is within their reach.

Staff have a good understanding of child protection issues and know what to do if they have concerns about a child. Parents will be asked to sign the record of existing injuries so that they, and staff, are clear about what has happened to their children. There is a clear procedure to be followed and information is readily displayed around the nursery for staff and parents to use if needed to make sure children are protected.

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

The provision is good.

Children are happy and settled; their individual needs are met by caring and sensitive staff who work well as a team to support them. Relationships are good and as a result, children's welfare and education is enhanced. Staff have a secure understanding of how children learn and the balance of activities that are required to ensure they make progress whilst having fun and enjoying their time at the nursery. For example, babies who are a little upset are settled by a range of songs which catch their attention and toddlers become excited as they play with shredded paper and look for animals hidden in the tray. Children take part in a good range of messy play and craft activities, play outside and listen to stories and rhymes and music.

Staff plan to meet the needs of the children in their room, taking into account children's interests and individual routines that are particularly important for the care of babies and younger children. The 'key person' for each child ensures that they are fed, changed and sleep according to their individual needs and in partnership with their parents. Records are kept and the next steps in the children's learning are considered to help them all make appropriate progress. Praise and encouragement is used effectively throughout the nursery to promote children's self-esteem and encourage positive behaviour.

### **Nursery Education**

The quality of teaching and learning is good. This is because staff have a very good understanding of how to motivate children and encourage them to be active learners. Staff work confidently with the children under the clear guidance of the room leader. All support the children with much praise and encouragement exploiting learning opportunities as they arise in a relaxed and interesting way. For example, a member of staff asks if the children would like the water tray out. Children help her find it and then consider how to open the frame. They then solve the problem of how to fill it with water, considering the jugs they should use, before selecting the fish and other resources they wish to use in their play. This demonstrates how

children are encouraged to organise their play, cooperate with others and the active learning that is naturally exploited by the staff.

Staff plan a well balanced range of adult-led activities and realise the learning opportunities that arise from continuous play provision. The planning system has recently been changed to be based more on children's interests and the next steps in learning are identified. However, the system is not yet fully effective in indicating differentiation for the more and less able children to show how all receive appropriate support.

Children are well motivated to learn, they eagerly take part in the full range of activities being well supported by the staff who ask clear questions to help them think and organise their play. They are becoming independent in their self-care, for example, finding aprons for water play, helping themselves to a drink of water when they wish and putting their pictures in their drawer ready to take home. They play happily often cooperating well and being excited when they see a friend arrive. Children consider their features and those of others as they learn about differences and similarities, helping them to value and respect all. Children chatter freely as they play understanding that staff will listen to them and value what they say and do. They follow instructions, listen to stories and find books to read sitting comfortably on the cushions with their friends or a member of staff. Children enthusiastically join in with familiar songs and rhymes and some are confident to sing a song or talk in a large group. Children frequently practise early writing skills as they make marks in their play or draw familiar letters in the sand. Staff help them learn the purpose of writing as they listen to the child explain their pictures and clearly write this down for them.

Children count frequently in practical situations and in their play, for example, how many buckets of water are needed to fill the water tray and how many beakers are needed at snack time. They are excited to find numbers attached to the chairs and enjoy finding the number they have been told. Playing in the sand and water helps them understand about weight and capacity as they fill containers and try to lift them. Children frequently consider size and shape in their play and when using construction sets. Children's knowledge and understanding of the world is developing well. They celebrate festivals and learn about how people live in different areas of the world. They consider how things work as they study the vacuum and tools and many are very confident with the computer managing simple work packages well. A recycling project helped them think about the environment and a robot they made is a reminder of this activity. Children enjoy growing vegetables to eat, feed and watch the birds and learn about the care of pets from a visitor.

Children's physical development is well promoted as they play actively in the fresh air. They are learning how their body works and the effect that exercise has, for example, as they feel how hot they have got and consider how fast their heart is beating. Using a variety of tools for craft and model making them help develop small muscle control and hand to eye coordination. Children are frequently creative. They enjoy exploring colour as they make rainbows and mix paints marvelling at the colours they create. They dress up and act out real and imaginary experiences such as going on holiday and have a tea party, enjoying the company of a member of staff. Children dance to music and play a range of instruments as they express themselves with enthusiasm.

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

The provision is good.

Children enjoy a warm welcome; this is because staff know them well and they work consistently to meet their individual needs. There is an inclusive approach that supports understanding of our multicultural society and encourages parents to share their knowledge and understanding. For example, a parent helped children understand about celebrating Eid. As a result, children play happily together and are learning to value and respect similarities and differences. Children learning English as an additional language are well supported by staff who understand the help required and some dual language signs and common words help with this process. Consequently, children are learning to speak English in a relaxed manner as they play with their friends. Children with learning difficulties and/or a disability are fully included in nursery life. This is because staff have a good understanding of their needs and they work with parents and other professionals to ensure children are supported appropriately and join in safely.

Children receive clear guidance from staff who are consistent in their expectations and implement the positive behaviour management policy well. They are positive role models treating all with courtesy and respect and giving children gentle reminders. For example, when children are playing with small plastic chairs as hats on their head, it is explained that chairs are for sitting on and would they like to find hats from the box. They happily do so and this redirection refocuses their play helping them manage their behaviour effectively. Children's spiritual, moral, social and cultural development is fostered.

Children's care and welfare is well supported as parents receive clear information about the nursery and a flexible settling-in procedure helps all to be happy with the arrangement in their own time. Parents state how happy they are with this process and that it gives them confidence to leave their children knowing they will be contacted if there is a problem. There is a relaxed exchange of information when children arrive, and are collected, to ensure parents and staff are well informed to meet the children's needs. This is further supported by the diary sheets that let parents know about what the child has eaten, how they have slept, nappy changes and any other important information that needs to be shared. There is a complaints policy which is displayed to inform all and a log of complaints is available so parents can see how issues that may impact on their children have been dealt with.

The partnership with parents and carers is good. This is because information is available to help them understand what their children are learning and the planning is displayed for them to see. Parents may contribute to their child's learning record, they meet with the key person to discuss progress and events such as 'Daddy Day' help encourage parents to join in learning with their children. They are also encouraged to come in and share any particular skills with the children to promote their learning. A recent questionnaire asked for their comments on the provision and a parent commented on how pleased she was that a suggestion she made had been acted on to benefit the children.

## **Organisation**

The organisation is good.

Children's safety and welfare is promoted as they are cared for by staff who are suitable for their role. Sound employment procedures are used to carry out the relevant checks and staff do not work unsupervised until all vetting procedures are complete. Supervision and appraisal are used to help develop staff skills and effective ways to monitor ongoing suitability are being considered. Children receive sensitive care to meet their individual needs and support their

education. Staff have a good understanding of hygiene and safety, however, the serving of food is not always appropriate and there is a potential risk of children leaving the premises without supervision after being collected by their parents. Staff are well organised and work effectively with the children. As a result, children are enabled to play, eat and sleep as required and in accordance with their individual needs. The well trained staff team works effectively to help children make progress, however, there is a lack of differentiation in nursery education planning to show how more and less able children are supported.

All the required documentation is in place to make sure children are cared for appropriately and according to their parents' wishes. Overall the needs of the children are met.

Leadership and management is good. Effective systems are in place to manage the nursery. Senior staff have a clear understanding of their role and work effectively to provide good quality care and education for the children. Managers often work with the staff to assess and support them in their role and the self evaluation form has been well used to consider how to develop the service further. Support from the local authority and training for future changes are being used to enhance the provision.

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

At the last inspection the provider was asked to: review the provision of snacks and meals to further promote healthy eating and ensure fresh drinking water is readily available at all times; further develop the range of activities for the younger children, for example, by using an approach in line with 'Birth to three matters'; make the operational plan available to parents and continue to develop planning so that plans are drafted in advance to be readily available for all staff and to ensure they understand what they expect children to learn from activities.

The provider now employs a chef who prepares fresh produce and caters for dietary needs working in partnership with parents. Fresh water is readily available to all children with babies frequently being offered a drink to make sure they remain well hydrated. Babies and little children now receive sensitive and supportive care from staff who display a good understanding of 'Birth to three matters' and use the framework well in their work. An operational plan has been developed and is displayed on the notice board to inform parents how the nursery is run and this contributes to an effective partnership in the care of the children. Nursery education planning has been developed and effectively guides staff in their daily work with the children clearly identifying what they expect the children to learn and supporting their progress.

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

Since the last inspection there have been two complaints made to Ofsted which required action to be taken in order to meet the National Standards.

In January 2008 concerns were raised about staff to child ratios. This relates to National Standard 2: Organisation. Ofsted carried out an unannounced visit. As a result of the visit, an action was made under National Standard 2 to ensure the nursery meets adult to child ratios in order to meet the needs of the children effectively. A satisfactory response to this action was received. The provider remains qualified for registration.

In March 2008 concerns were raised regarding the supervision of children and the lack of stimulating activities. This relates to National Standard 2: Organisation, National Standard 3: Care, learning and play, National Standard 4: Physical environment and National Standard 6 :Safety. Ofsted carried out an unannounced visit. As a result, actions were made under National

Standard 2 to develop an operational plan and to ensure the registration system for children and staff is accurate at all times. A satisfactory response to these actions was received. 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):

- make sure all staff responsible for the preparation and handling food are fully aware of, and comply, with regulations relating to food safety and hygiene
- improve security procedures to ensure children are not able to leave the premises unsupervised.

#### **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):

- continue to develop planning to include differentiation for the more and less able children.

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)