

Busy Bees at James Paget

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Busy Bees at James Paget is a well-established nursery that was registered to Busy Bees Nurseries Limited in 2005. It operates from purpose built premises in the grounds of James Paget Hospital in Gorleston, Norfolk. Children have access to enclosed outdoor play areas. It is open each weekday from 7.00am to 6.30pm throughout the year closing only on Bank Holidays.

The nursery is registered on the Early Years Register. A maximum of 71 children may attend at any one time. There are currently 119 children aged from eight months on roll in the early years age group, some in part-time places. The nursery is in receipt of government funding for early education. Children come from a wide catchment area due to priority for places being given to hospital staff. The nursery currently supports a number of children with learning difficulties and/or disabilities and children with English as an additional language. Links have been developed with some local schools and other services.

There are 27 childcare staff and they all hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well supported and their uniqueness is valued and respected. Staff work effectively as a team to ensure children's welfare and keep them safe. The partnership with parents is good and is developing with other provisions. The nursery has a clear understanding of its strengths and areas for improvement as it seeks to further develop the service it provides to the children and families that attend. Children make good progress in all areas of their learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that where children also receive education and care in other settings, there is continuity and coherence by sharing relevant information
- provide further opportunities for children to develop and use their home language in their play and learning
- involve children in learning which takes them into the local community, such as going to the shops.

The leadership and management of the early years provision

The staff team is generally well qualified and experienced and works effectively to provide the Early Years Foundation Stage. There is a commitment to professional development with much training taking place to keep up-to-date with new working practices. The recommendations from the last inspection have been met. These

include improvements to children's safety as they leave the premises and to the planning system so that all children are supported in their learning and development. Self-evaluation helps staff consider the service they provide and how they can work to improve this. For example, work is about to start on the outside play areas to give children protection from extremes of weather and enable them to play and learn more effectively in the fresh air. Parents are welcomed and kept up-to-date through a daily chat with staff and their child's key person. They are encouraged to consider their child's developmental records and many enjoy contributing to these to further support their child's learning. Staff try to establish links with other provisions the children attend and schools into which children will move. However, they have had limited success to help them balance what they provide with the care and education children receive elsewhere and to make sure the transition into school is as smooth as possible for all children.

Children's welfare and safety are high priorities. Risk assessments are carried out and relevant action taken to help children stay safe on the premises and if on an outing. Staff check for safety each day, make sure risks are minimised and always supervise the children. Children with special educational needs and/or a disability receive sensitive support and additional help as is required to make sure they can join in with their peers. Resources are provided and advice from their parents and other professionals is used sensitively to help each child make good progress according to their starting points. There is a richness of culture and language within the nursery. Children are generally helped to learn English, however, there is limited support for them to use their home language in their play and learning.

Children are cared for by a staff team who have been vetted as suitable for their posts. They have an understanding of child protection procedures and know what action to take if they have concerns. Consequently, children are kept safe and appropriately protected.

The quality and standards of the early years provision

Children enjoy a healthy lifestyle at nursery. The chef takes pride in preparing an attractive and varied range of snacks and meals which are adapted to children's dietary requirements and help to promote healthy eating. For example, fresh fruit and cubes of cheese may be provided as a snack and chicken and vegetable casserole with diced potatoes is served for lunch. He is keen to support children in their learning and contributes to projects such as introducing children to a range of exotic fruit and vegetables for them to try and providing a selection of fresh fish for them to explore. Meal times are happy and relaxed with staff joining in with the children, encouraging them to try new items and developing social skills. Children eat well and say how much they enjoy the meals that are provided. Babies receive sensitive support as they are bottle fed and then learn how to feed themselves. When children are tired they rest in a manner agreed with their parents. Babies sleep in a cot with toddlers using a sleeping mat in a corner of their room. Consequently, children rest when they need to and return to play when they are refreshed and ready to join in again. Children enjoy playing in the fresh air and this also promotes their health. They learn to ride a range of wheeled toys, climb and slide and dance and exercise to music.

Using the grassed area enables them to spread out and play and learn the challenges involved in playing on a slope. They sometimes grow plants and tend them, go for a nature walk around the hospital site and consider the living world.

Children play freely accessing a good range of resources and develop independence as they organise their own play. Staff understand what children enjoy doing and often observe them at play. They use information gained to work out what the children need to learn next and plan activities to help all make appropriate progress. Systems are in place to monitor children's learning and development, consequently, they make generally good progress in their learning and development.

Children learn how to keep safe as they take part in fire drills to ensure they can leave the premises safely in an emergency, practice road safety as they go for a walk on the hospital site and understand the importance of having sun cream on and wearing a hat in very hot weather. Smiles, gestures and the repetition of new words help little children gain confidence with early communication skills as they play with treasure baskets and explore how early years toys move and make sounds. They are encouraged to become mobile with sensitive support and some enjoy feeling weight on their feet as they are held by staff and bounce up and down. Older children chatter freely as they play knowing that staff will listen to them and value what they say and do. Visits from the lifeguards help children find out how to be safe on the beach and the local police, fire safety and road safety personnel extend their learning in exciting ways. However, there are limited opportunities for children to take part in learning which takes them into the community such as going to the shops or exploring the local area. Older children become confident in the use of technology as they use a computer and eagerly take part in activities using an interactive board. Children use their imagination and practise early writing skills, for example as they write letters, collect them from the post box in their room and become Postman Pat as they deliver them to their friends. Children's behaviour is generally good as they receive appropriate support to learn right from wrong.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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