

# Busy Bees at Mardley Hill

Inspection report for early years provision

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**Unique reference number** 148131  
**Inspection date** 27/01/2009  
**Inspector** Susan Parker

**Setting address** 1 Mardley Hill, Welwyn, Hertfordshire, AL6 0UE

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 Day Nursery has been registered since 1996, it is part of a national nursery chain. The welcoming and secure entrance is accessed via a small step. It operates from two floors of a converted, detached house in Welwyn, Hertfordshire. The ground floor rooms are mainly used for children under three; older children mainly use rooms on the first floor. There are two secure outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 46 children may attend the nursery at any one time. There are currently 81 children aged from birth to five years on roll, some in part-time places. The setting provides funded early years education for three and four-year-olds. The setting has excellent systems in place to support children who have special needs and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:30.

There are currently 18 members of staff employed at this setting, nine members of whom hold Level 3 qualifications, two hold a Level 2 qualification and two members of staff are working towards an Early Years qualification.

## Overall effectiveness of the early years provision

Overall the provision is outstanding. Busy Bees Day Nursery provides extremely well for all children in the Early Years Foundation Stage (EYFS). The flexible system for planning fully involves staff, children, parents and carers which ensures that all children thrive and enjoy their time at this nursery, making very good progress towards the early learning goals.

The staff create a warm and welcoming environment through excellent use of space and resources. They are skilled at ensuring that all children benefit and learn from the exciting range of hands-on experiences and activities provided.

The provider has made exemplary changes to the setting since the last inspection. The nursery staff are consistently reviewing and evaluating all aspects of the nursery practice and improvements are introduced which are reflected in the outstanding experiences the children receive at this setting.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the use of the outside area as an integrated learning environment.

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

Excellent safeguarding policies and practice ensure that children are well protected. The recent re-organisational move of the main office to the front entrance has improved the security as staff can see all vehicles and people entering the premises. All of the staff are alert to security and safeguarding issues. They all have a detailed understanding of child protection and implement the robust policies and procedures to ensure children's safety at all times. The management has implemented highly effective systems to monitor and evaluate the provision including full consultations with parents, a parent liaison group, questionnaires and an 'open door policy'. Parents and carers receive excellent information regarding their children including all aspects of their welfare and any achievements. Excellent use of a digital photo frame in the entrance provides all parents and carers with daily 'action' photographs of their child during that session. This is very effective in enhancing two-way communication between the nursery group, parents and carers.

The staff and management have a very positive attitude and are fully committed to improving the welfare, learning and development of every child attending. Every child's individual and diverse needs are fully met. Through excellent information sharing, and regular observations of the children, the staff can ensure that they are completely in tune with each child. Every child has a full and detailed record of their achievements and individual needs. This is regularly updated to ensure that staff are fully aware of each child's capabilities. Staff then plan suitable and challenging activities which are very effective in promoting children's progression towards the early learning goals.

Children's good health and welfare is exceptional. For example, children have access to fresh cooled boiled water to drink; this is changed and recorded every hour. All fruit and vegetables provided for the children's meals and snacks are organically produced. Children also have opportunities to plant, grow, harvest and eat fruit and vegetables of their own.

Since the last inspection, the staff have creatively re-organised the layout of the rooms to allow for more free play space for the children. This has increased the opportunities for children to choose and access resources independently, promoting their self-esteem and developing confidence. The office has moved to the ground floor which now creates a warm welcome for visitors, and enhances the security of the children.

The staff and management successfully evaluate the early year's provision to identify the strengths and any areas for improvement. The management also effectively action any recommendations made at previous inspections which is positive in promoting excellent outcomes for children. For example, staff have effectively revised and consolidated their previous three-tier planning structure in line with the Early Years Foundation Stage. This effectively promotes a cohesive and central resource for all staff, parents and other professionals, actively promoting the good integration of care, education and any extended services.

## **The quality and standards of the early years provision**

Excellent staff knowledge and understanding of each child's individual needs ensures that children's welfare and learning is promoted with great success. Children are safe and secure at all times. Their welfare is highly prioritised at this nursery. They are learning how to be independent, make choices and decisions, and to keep themselves safe and healthy. For example, children on the first floor may choose to use the outside play area by putting a flower in the flower pot. Once a number of children have chosen to play outside, staff will accompany them, consistently applying the correct minimum ratios required at all times. Excellent staff awareness and exemplary security measures ensure that the children are able to safely and freely explore their environment and make choices.

Exceptional organisation of the educational programmes and the learning environment create an inspirational provision. Excellent links with parents and carers ensure that the children's routines, individual needs and welfare are consistently applied. Children are very well settled and comfortable in this environment, confident in the knowledge that their needs are met by key adults. This promotes their feelings of security and enables them to gain confidence to explore their safe and exciting environment. As a result, all children are making significant gains in their learning and are making consistently good and often excellent levels of achievement in relation to their starting points and capabilities. Information on each child's achievements is discussed daily and recorded. All information is shared with the parent or main carer which is effective in promoting a holistic approach and promotes consistency and stability for each child. Children respond positively and are always eager to share news of home with carers and proudly show their daily digital photograph. They are actively developing their memory and vocabulary as they recall and describe their photograph, the activity they were doing and how they felt.

Children are provided with creative and imaginative resources and play opportunities to help them make excellent progress across all areas of learning and development. The re-structured planning is very well-organised and flexible, responding to the children's individual interests and ideas, ensuring hands-on experiences whenever possible.

Staff use robust observation and assessment systems which enables them to effectively plan for and include each child's next learning and developmental steps. These planned activities are linked to interesting themes and reflect what the children enjoy and can do. Children are learning about safety using all available resources, for example, visitors from the emergency services and road safety professionals such as fire-fighters and the 'Lollipop Man' who provide personal experiences for the children to remember and learn from. Older children also have the opportunity to experience a virtual video presentation in which they can virtually see themselves driving a toy car with appearances from recognisable emergency vehicles such as an ambulance and fire engine. The children who participate have a digital recording of the experience to share with family and friends at home. This is very effective in creating a lasting memory for the children

and ensuring that a valuable lesson has been learnt.

The outdoor play areas, one hard standing with safety surface, are extremely well resourced and creatively laid out. Doors from the downstairs rooms lead directly to the play areas which are used as an extended learning environment when weather permits. The older children are able to choose to use the garden whenever it is practicable.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.