

Busy Bees Day Nursery at Mill Hill

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Busy Bees Day Nursery has been registered since December 2000 and is part of the chain of Busy Bees Nurseries. The group operates from a residential building which has been converted to accommodate the needs of the nursery. The nursery is registered to care for no more than 78 children in the early years age group; of these, not more than 61 may be under three years, of these, not more than 33 may be under two years and of these, no more than nine may be under one year at any one time. The nursery is situated in a largely residential area of Mill Hill in the London Borough of Barnet.

Children play and are cared for in four groups according to their age. On the ground floor there are three suites of rooms: a room for babies, a room for toddlers and a room for the three to five year olds. The two to three year olds are based upstairs and have access to three designated playrooms and a bathroom. All children use the outdoor play area. Adult facilities include the reception area, kitchen, laundry room, visitors and staff toilets and a small staff room.

Currently there are 125 children on roll, children attend on a full or on a part time basis. The group receive nursery education funding for a total of 29 children. Children who speak English as an additional language attend. The nursery operates from Monday to Friday between 7.00am and 6.30pm all year round.

The joint managers and 19 of the 29 staff working with the children have appropriate early years qualifications. This includes seven core/bank staff. The staff complement also includes an administrator, cook and kitchen assistant and nursery assistants. The nursery receives advice and support from the company headquarters, their area support workers and from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery cares for children effectively within the Early Years Foundation Stage, where the environment is bright and welcoming. There is good potential for improved organisation through enriching and challenging experiences for indoor and outdoor play to support the progress that children make in their learning and development. Children's welfare is promoted through many positive practices and procedures which help to keep them safe and secure. Whilst the nursery gathers a wide range of information about the children, records have yet to become fully effective to meet the children's needs at all times. Open partnerships with parents is valued and supported through ongoing communication and developing partnerships with other professionals helps support the progress that most children make. The practice is generally inclusive, providing appropriate support for each child so that no group or individual is disadvantaged and particularly good provision is made for children who have special educational needs. The setting makes very effective use of well developed processes of self-evaluation from which the setting gains an understanding of future improvements to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for each specific outing and trip
- maintain effective communication and careful records of the child's; needs, transitions, development and progress suitable for sharing with colleagues and other professionals as necessary, to effectively meet children's individual needs
- develop the indoor and outdoor play spaces and resources to provide a rich and varied environment that supports children's learning and development, with particular regard to more challenging resources, questioning and interaction for older and more able children.

The effectiveness of leadership and management of the early years provision

Staff are guided by an effective and motivated management team who have a clear vision for the setting. Written policies and procedures are made available to parents and staff, which helps the nursery to be managed efficiently and in the interests of children. Children's welfare, care and safety are promoted appropriately. Children are very well safeguarded as staff implement procedures consistently and knowledgeably. All staff in the setting are vetted for suitability and levels of supervision are caring and supportive. Children's safety is promoted as the setting uses risk assessments regularly to ensure that potential hazards are minimised. This allows most children to play both indoors and outdoors safely which increases their independence and ability to make decisions about what they want to do. However, although the nursery's record of risk assessment does include associated risks with taking children on outings, it does not yet include examples covering all trips outside the nursery. Children's good health and well-being is promoted by all staff who implement hygienic working practices and who manage illness or minor injuries effectively.

The nursery uses many forms of self-evaluation to understand where the setting needs to improve and what it already does well. The joint managers are very committed to raising standards in the nursery and use many methods to monitor and evaluate the nursery provision in discussion with staff, in order to set clear priorities for future improvements. Hence, there have been important improvements since the last inspection. All staff are involved in an appraisal system and this enables them to identify their individual strengths and weaknesses. Professional development is encouraged and staff regularly update their knowledge through attending appropriate courses. The setting values partnerships with parents and key persons use regular informal contacts with them to support children's progress. Consequently, the nursery endeavours to build close relationship with parents and keeps them informed about the setting, the children's

well-being and what they have been doing through various methods. This includes; information displayed, daily records for children under two years, newsletters, observations and assessments, verbal communication and parents meetings. In addition the setting understands the importance of wider partnerships to support the ongoing learning and development of children.

Children are grouped in four age specific rooms. They play in spacious accommodation, in which most rooms are sufficiently organised and equipped to meet their needs. Resources that are made available or rotated around promote children's learning in all areas and staff play an important role as they respond to the needs and interests of the children. Children are given many opportunities to direct their own learning and most staff are effective at guiding them and enhancing their understanding. Many toys and resources are easily accessible in most rooms. However, they do not always provide a sufficient and varied choice in each of the age groups and in particular a great amount of challenge. Nonetheless, children show curiosity and are interested in what is available. The setting generally promotes inclusive practice and children who have special educational needs are given good attention in the nursery. Children are given appropriate opportunities to understand their diverse world through activities, discussions, props and play.

Children develop sound and close relationships with staff and interaction is positive. However, information about each child is kept in various places and there are times when the child's key person is not present. Consequently, key information is not always used and shared effectively to meet the children's individual needs, particularly as they move from one room to another.

The quality and standards of the early years provision and outcomes for children

Children's welfare is promoted effectively through many practices which are incorporated within their daily routines. For example, they have a growing understanding of how to keep themselves safe as they help tidy away resources, they learn how to use equipment safely and are regularly reminded about the importance of walking and not running inside. Security is of a high priority of the nursery. For example, a closed circuit television system monitors all areas of the nursery and a key fob system is used for all staff and parents on entry to the premises. Children are developing valuable sociable skills as they learn to share resources and respect each other's needs. Children behave well as they learn to manage their own behaviour, with appropriate guidance. Children's good health and hygiene is promoted through appropriate routines, the encouragement of healthy lifestyles, the value of exercise and the importance of personal hygiene. Meal and snack times are generally sociable occasions with children enjoying an appropriate range of healthy foods including freshly cooked meals accompanied with fruit and vegetables. Staff ensure that all dietary needs are met appropriately. Individual drinking bottles are available to all children, as they access their own named bottles as they require.

Children learn through play in a welcoming environment that generally offers variety and interest. The learning environment overall, is appropriately equipped

with resources and equipment to keep children interested and encourage their exploration and curiosity. However, some inconsistencies across the setting mean that some children have better opportunities to explore the equipment and toys in their surroundings. Staff plan a balance of adult-led and self-chosen free play and children in most rooms have sufficient access to indoor and outdoor play that promotes learning across the six areas of learning. Staff demonstrate a good understanding of the Early Years Foundation Stage and are developing ways in helping children to progress in all areas of learning. However, some aspects of the daily routines and missed opportunities by staff to use open-end questions sometimes impedes children's ability to have challenging experiences and to think critically. Nevertheless, planning systems are more responsive to children's interests and needs and develops through regular observations. Learning Journey records set up for each children are used to track children's progress towards the early learning goals.

Young babies are happy and content. They have established secure and trusting relationships with staff. They confidently explore a range of materials and resources in their designated room. The atmosphere is relaxed and babies demonstrate their natural curiosity and their eagerness as they independently move around and explore the resources which are accessible to them.

All areas of learning are planned for, as children of all ages have opportunities to develop their imaginations and creativity. Children's language development and understanding of writing is promoted through conversations, role play, sharing books, singing and opportunities to make marks. Older children readily help themselves to books, puzzles, cutting and drawing materials and delight in dressing up and acting out imaginative play scenarios, such as cooking and shopping. They enjoy caring for growing things in the nursery garden, such as potatoes, lettuce and flowers. Daily opportunities to use small and large equipment help children to develop a range of physical skills. This is supported by a weekly peripatetic teacher for 'stretch and grow' sessions as well as 'tiny mites' singing sessions for the younger children. Children use numbers, values and mathematical ideas in age appropriate ways as they play and tackle problems. For example, at lunch time, counting how many children are sat at the table for cups and plates. Some older children are achieving well in literacy and numeracy. Children are encouraged to develop an understanding of the world as they learn about each others celebrations and have access to an appropriate range of positive images.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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