



## **Busy Bees Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	148131
<b>Inspection date</b>	24 January 2006
<b>Inspector</b>	Paula Durrant
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<b>Registered person</b>	The Busy Bees Group LTD
<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 Day Nursery is 1 of 52 nurseries owned by the Busy Bees group. It opened in 1996 and operates from 4 designated rooms over two floors of a converted, detached house. It is situated on the outskirts of the town of Welwyn. A maximum of 46 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 79 children aged from 0 to 5 years on roll. Of these 14 children receive funding for nursery education. Children come from a wide catchment area, as most of the parents travel in to work either locally or make full use of the good transport connections into London. The nursery have systems in place to support children with special educational needs, and currently support 2 children who speak English as an additional language.

The nursery employ 21 staff. Of these 10 staff, including the nursery manager hold an appropriate early years qualification. There are 2 staff working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy good health and a healthy lifestyle because practitioners effectively adhere to clear, well structured health and safety procedures, which are consistently applied. For example, all staff wear protective clothing and gloves when changing nappies and changing areas are cleansed intermittently with antibacterial solution in-between each nappy change. All children have individual bedding which is stored in labelled 'bed bags'. Rigorous adherence to environmental health guidelines in relation to an outbreak of 'chicken pox' notifying parents through a warning poster and monitoring children closely should they display any symptoms of the childhood disease means that children's health needs take precedence. Children who have already contracted the illness are advised to abide to the required incubation period in order to maintain the welfare and health of the other children in attendance. All of these practices support the prevention of cross contamination.

Children are beginning to learn the importance of good personal hygiene as they follow the daily routine. They know when to wash their hands such as, prior to eating, after using the toilet facilities and when returning from outside play. Younger children have their hands wiped with individual flannels whilst older children access running water in the bathroom facilities. Staff effectively guide children to use antibacterial soap as they instigate the 'we wash our dirty hands' song. Although older children have an understanding of getting clean they do not develop an awareness of the reasons why as limited emphasis is given to discussion about germs. Children over the age of two-years are highly self sufficient in meeting their self care needs. They access tissues from the tissues, wipe their own noses and throw the used item in the bin without any prompt or direction from staff.

Children receive a highly nutritious balanced diet. All meals are prepared on site from raw ingredients by the cook. Consideration is given to individual dietary needs with an alternative option provided each day. Staff are very aware of the children who cannot have specified foods and are vigilant in ensuring children's health needs are met at all times. Children remain well hydrated as they have constant access to drinking water throughout the day. Babies receive milk feeds in line with their home-care routine in addition to cooled boiled water to quench their thirst at other times. Toddlers have lidded cups which are replenished periodically and older

children independently access a jug of fresh drinking water and cups in their base room.

Staff use the 'Birth to three matters' guidance well to provide a good range of physical play experiences for babies and young children. Planned activities and purposeful consideration to the organisation and lay-out of the base room provides plentiful opportunities for babies to experiment and explore their environment enabling tantalising challenges to motivate movement such as crawling and walking. Older children benefit in increasing their bodily awareness as they participate in extra curricular child-centred music and movement sessions such as 'Tiny Mites' and 'Kindaroo'. Children share daily access to the garden. This means they have frequent opportunities to fresh air, exert their energy and make full use of the array of physically challenging resources in the garden. Children are able to rest and be active according to their needs.

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

The provision is good.

This well designed and effectively monitored nursery gives high priority to children's safety and welfare. Practitioners help keep children safe in the nursery and on outings because they fully understand and comply with safety requirements. All necessary safety measures are in place. Rigorous risk assessment are undertaken frequently. Access to the premises is vigilantly monitored by an effective security system and through the supervision and management of the entrance area.

Children access an extensive range of safe, high quality, well-maintained developmentally appropriate resources which are effectively organised in child height furniture to encourage independent access. Staff skilfully explain safe practices, such as the need to pick up items dropped on the floor, so that other children do not fall or hurt themselves and to sit with their bottoms on chairs so they do not slip or tumble. Adherence to the nursery rules of being safe, being kind and looking after the nursery helps children to learn to take responsibility for keeping themselves safe.

Staff protect children well. Strong recruitment and induction procedures ensure that adults are suitable to work with children. This includes experience, training and vetting checks. Children remain the primary focus of care in this well organised and managed setting. Staff are vigilant in their practice and are confident in their knowledge of child protection, reporting concerns appropriately to senior staff. Open relationships between home and nursery ensure that children's needs remain the single important factor. The child protection coordinator ensures that procedures are up to date and that staff understand their responsibilities.

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

The provision is good.

Children enjoy and make good progress in learning, leisure and personal development because practitioners are confident, enthusiastic and knowledgeable in

their childcare practice. Staff effectively use the 'Birth to three matters' guidance to provide a varied range of practical play experiences to progress children's learning and all round development. For example, babies receive an array of tactile sensorial experiences exploring through touch, taste and sound. Toddlers are effectively supported in developing good social skills as they sit and listen and respect turn taking when communicating and increasing their vocabulary as they name familiar animals when participating in the 'treasure box' game. Positive relationships with staff and sound planning systems support the progression and development of younger children's natural curiosity as learners. Staff monitor children's achievements purposefully and use the information gained to set future targets.

## Nursery Education

The quality of teaching and learning is good. Children are engaged and motivated by a varied range of stimulating, practical activities related to their needs. They access an extended range of good quality resources, which support their learning across the Foundation Stage. All children are keen to learn, self assured in their play and confident to try new experiences. They listen with considerable levels of concentration to stories and can recount favourites such as 'The Hungry Caterpillar' and 'The Grraffalo'. Many children use marks readily to represent their ideas and older children are becoming adept at writing their own names. Children are highly imaginative as they create their own role play, becoming favourite princess characters such as 'Cinderella' when wearing a sparkly pink dress and oversized satin shoes when mopping the floor in the home corner. They are beginning to make sense of the world around them as they correspond with other nurseries in different countries and celebrate cultural festivals throughout the year. Children create three dimensional models, collages and draw pictures many of which are displayed. They are inquisitive, fascinated by how things such as keyboards work and wonder at the changes they see as they observe what happens to ice when brought inside in the warm.

Children work very well together. For example, younger children learn about turn taking and sharing as they play with the older children who enjoy explaining the importance of being fair and kind. Children gain confidence in using numbers in their play and respond well to challenges to extend their mathematical vocabulary and skills in planned activities and some daily routines. Children gain opportunities to develop their large and fine muscle skills, such as through daily access to the garden, regular music and movement sessions and through use of a variety of tools such as pencils to draw and scissors and knives to cut.

Staff find out about children's skills, interests and needs and try to build on this information effectively to help children achieve their full potential. Planning systems are currently very complex and over-layered due to the separate input from several parties. Although each individual covers the six areas of learning this system leads to a potential imbalance and over emphasis towards adult led activities. The use of tracker books records children's progress over time. However, the terminology used does not facilitate the correct use of the stepping stones. A flexible approach to the day and a balance between energetic play and quiet spells allows children to learn at their own pace.

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

The provision is good.

Children from a variety of ethnic backgrounds and children with special needs are warmly welcomed in the nursery. Practitioners ensure that the resources positively represent the children who attend as well as individuals from the wider community. Weekly extra curricular activities such as 'French' and 'Kindaroo' support children in developing an awareness of the cultural diversity as they name objects, count and identify colours and familiar rhymes and action songs in a different language. They develop an awareness of the wider world as they link through written correspondence to a Bolivian day nursery. Children enjoy looking at and talking about the pictures drawn by their friends in another country. This helps children develop a positive attitude to others.

Children are exceptionally well behaved, and very polite in response to the consistent expectations of caring practitioners. The manager ensures that a warm welcoming and homely environment is provided, prioritising the welfare of the children in attendance. Children take turns and show concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Practitioners are conscientious and welcoming to parental input. There is a wealth of information which is easily accessible which includes general care and educational literature. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in sensitive situations. Parents are highly complimentary about the level of service provided.

Staff encourage parents to actively contribute towards individual assessment records. Therefore, children benefit from a two way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the nursery and consequently their ability to fully contribute to the provision. The nursery effectively communicates and fully shares literature and information about the educational provision and therefore the partnership with parents of children who receive nursery education is good.

## **Organisation**

The organisation is good.

The leadership and management of the nursery education is good. A strong management team, sound and detailed documentation and a committed and dedicated staff team ensure that children benefit and enjoy their time at this provision. A majority of the staff are qualified and those that do not hold a childcare qualification actively access short courses to ensure their skills remain in line with current practices. All staff demonstrate a real affinity with children. They respect children's feelings, value their comments and overall enjoy their company. Planning and assessment systems are extremely thorough, appropriately detailed and ensure a focus to secure and progress children's learning. Overall, the needs of all children are met.

## **Improvements since the last inspection**

At the last children act inspection the nursery were required to review the organisation of lunch-times to encourage children's independence and social skills. The nursery have revised their daily routine and the environment to implement a larger space where children aged two to five years can now be seated together. They have also made changes to the lunch-time procedure allowing children to collect their cutlery and crockery prior to setting their place. They then wait at their table to be called to collect their meal and are encouraged to pour their own drinks and scrape their plates when finished. This means children gain good opportunity to enhance their independent skills and to socialise with their peers.

At the last Nursery Education inspection the nursery were required to develop short-term plans to include learning intentions linked to the stepping stones and early learning goals and to use assessment records to inform planning. The nursery have reviewed their educational curriculum as a corporate chain and have developed their short-term plans which give recognition to the stepping stones and early learning goals. They have also implemented new assessment systems to monitor progression and plot the next stages in children's learning. This means that children receive a varied curriculum where specific targets are identified to progress children's learning.

They were also required to provide opportunities for children to investigate and explore materials from the natural world. The nursery have introduced sensory boxes in addition to regular focus topics about the natural world. This means children benefit from gaining frequent opportunities to explore the natural world such as the activity of looking at the changes that occur to ice when kept in a warm environment.

## **Complaints since the last inspection**

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.

## **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 children fully understand the purpose of the hand washing routine, this refers to raising awareness about germs

### **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):

- revise and consolidate the three-tier planning structure to promote a cohesive and central resource for staff and parents, ensuring a balance across all six areas of learning and between adult led and child initiated activities
- further enhance the existing assessment records ensuring closer correlation with the stepping stones.

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