



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY233068

DfES Number: 546189

### INSPECTION DETAILS

Inspection Date 21/09/2004  
Inspector Name Karen Molloy

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Busy Bees  
Setting Address 601a Hatfield Road  
Smallford  
St. Albans  
Hertfordshire  
AL4 0HL

### REGISTERED PROVIDER DETAILS

Name Busy Bees Nurseries Ltd 3895685

### ORGANISATION DETAILS

Name Busy Bees Nurseries Ltd  
Address Busy Bees Childcare Ltd.  
Shaftsbury Drive  
Burntwood  
Staffordshire  
WS7 9QP

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Busy Bees Day Nursery Ltd opened in 2001. It is one in a chain of day nurseries and is situated in Hatfield Road, St Albans, Hertfordshire. It operates from seven rooms with the use of an enclosed garden. Busy Bees serves the local community and surrounding areas.

There are currently 110 children from 3 months to under 5 years on roll. This includes 23 funded 3 year olds and 7 funded four year olds. Children attend for a variety of sessions.

The group opens Monday to Friday all year round. Sessions are from 07:45 to 13:00 and 13:00 to 18:15.

There are twenty-two staff working with the children with a high percentage holding an early years qualification. A number of other staff are currently working towards a recognised early years qualification.

### How good is the Day Care?

Busy Bees Day Care Ltd provides satisfactory care for children. They have recently experienced a turnover of staff but have maintained a good level of qualified staff. A new induction procedure has been introduced and is thorough and effective. The group have all the necessary documentation in place, although some detail is still required. Children are grouped appropriately but in some rooms children's needs are not met effectively. This refers to the organisation of space, resources and activities. The necessary staff:child ratios are not always maintained.

Staff complete regular risk assessments to identify and address any safety issues and attention is paid to the safety and security of the children, with the aid of a password system and video intercom. Health and safety information is shared regularly with staff via training, memos and company policies. Staff pay attention to children's individual needs for hygiene, sleeping and feeding and gain information prior to their arrival at nursery. Dietary requirements are adhered to and much of the

food within the nursery is freshly made, with a varied and nutritious menu provided for all children. However, staff do not always present the snacks appropriately to the children. Some staff are familiar with child protection issues although this is an area that has been identified for further development.

Staff have recently reviewed the planning of activities around the nursery and introduced a framework for under 3's. Babies in the Rosebud room receive a good amount of individual attention and are cuddled and responded to quickly. However, in other rooms, activities, play opportunities and resources are not always appropriate to the children's age and stage of development and do not encourage them to explore freely, relax and make independent choices.

Partnership with parents is satisfactory, although feedback is mixed.

### **What has improved since the last inspection?**

The last inspection identified the need to include children's arrival and departure times. This has been addressed but needs to be monitored to ensure it is accurate and up to date.

### **What is being done well?**

- The setting currently has a high percentage of qualified staff and others are attending courses to gain an early years qualification.
- Staff have recently implemented the 'Birth to three matters' programme. This framework has been specifically developed for planning and monitoring the development of very young children.
- The pre-school room is well organised for the afternoon session to allow/encourage children to make independent choices. A variety of resources and play opportunities are attractively laid out and children can choose freely from creative/basic materials, such as paint, sand, water, imaginative small world play and construction toys. Children are enthusiastic and absorb themselves in these different areas of play.
- The nursery cook provides a good range of freshly cooked and nutritious meals/snacks for the children. Attention is paid to individual dietary needs and the cook has attended courses to develop her knowledge further. She has recently attended training on 'allergy awareness'.
- A comprehensive 'child health record' is completed by new parents with information regarding the child's routine, sleep and feeding needs. Other information, such as, whether they have a comforter, grandparent names, any pets or a favourite activity is also recorded to give staff an understanding of the child prior to their arrival at the nursery.

### **What needs to be improved?**

- staffing ratios

- organisation of some rooms
- the range of suitable toys and resources, to meet the developmental needs of children from 0-3 years
- the planning of activities, (this refers to some of the rooms) to ensure these are appropriate to the age and stage of the children
- the presentation of snacks
- the procedures to ensure information and communication with parents is effective
- knowledge and understanding of child protection issues and procedures.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
2	Ensure adult:child ratios are maintained at all times and ensure the organisation of all rooms enables children's needs to be met effectively.	21/09/2004
5	Provide a suitable range of toys and resources, in order to meet the developmental needs of children from 1 year to 3 years.	30/11/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Ensure snacks are appropriately presented to children.
3	Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs.

12	Develop ways to effectively communicate with parents to keep them well informed and up to date and ensure that relevant detail is included on complaints procedure.
13	Develop staff's knowledge and understanding of child protection issues.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Busybees is good. Children are making generally good progress in all areas of learning.

Teaching is generally good. Staff are calm and sensitive to the children. They use positive strategies to encourage expectations and give children opportunities to initiate their own activities. Staff have limited knowledge of the Foundation Stage and there are occasions where high expectations inhibit ways to effectively challenge the children. Staff spend time talking to the children, praising and encouraging their efforts. A new member of staff is developing the curriculum plans and currently plans weekly activities around a theme. These plans do not show how a balanced range of activities are provided, highlight clear learning intentions and lack challenge for the more able children. Staff do not adequately assess and record children's progress to inform their planning or enable them to plan the next steps.

Leadership and management is generally good. The manager and deputy have been in the provision since it opened and have seen many changes and improvements. The company operates a valuable training programme and uses training mentors to monitor the training provisions for staff. The nursery has effective systems in place to gather feedback regarding the setting. They have recently received questionnaires from parents and acted on some suggestions and ideas. Management do not regularly and formally monitor the provision for nursery education, to ensure that staff have sufficient knowledge and support. There are some occasions where staff deployment, grouping of activities and insufficient utilisation of space, such as the Lillies room, hinders the quality of teaching and learning.

Partnership with parents and carers is generally good. Relationships are friendly and staff endeavour to discuss what the children have done. However, there is limited communication about the educational programme and how parents can be involved.

### What is being done well?

- Children's exploration of media and materials is promoted effectively through a variety of fun activities and resources, which enable children to fully explore their senses. Children are enthusiastic to explore creative and malleable materials and use these imaginatively.
- Children are secure and happy within their environment. They are confident and know the routines well. Children are keen when given many opportunities to develop responsibilities and independence during daily routines and activities.
- Children are able to initiate their own play, work independently or in small groups. Children respect adult role-models and are exploring feelings,

friendships and making relationships, thus developing good social skills. Children are encouraged to share and respect their environment.

**What needs to be improved?**

- staff's training needs, to ensure they receive appropriate training for the Foundation Stage
- procedures to develop planning and ensure assessments are used to inform planning
- opportunities and use of resources, to ensure children have full access to all aspects of the curriculum, this particularly refers to technology, music and outdoor physical play equipment
- information for parents
- procedure to monitor, support and evaluate the provision for nursery education.

**What has improved since the last inspection?**

Not applicable as first nursery education inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are given many opportunities to be independent and take on responsibilities, such as daily helpers, dressing and undressing activities and tidying the environment. Children show concern for others and pride in their own achievements. Children concentrate and sit quietly at appropriate times, although the length of some whole group activities is too long to sustain and engage all the children's interests, especially the younger children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are good. They are confident to express themselves. Children use a variety of equipment and tools and show increasing control when mark making. There are limited opportunities for children to use readily accessible writing materials in many play situations and the quality of books does not encourage careful handling of books. Some opportunities during story times are missed, to engage the children, encourage their thoughts and make predictions.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a range of resources and activities to develop their concepts of shape, size, sorting, time, counting and weight, although not all resources and activities are suitable and appropriate to the age and stage of the children. Children recognise colours and can count during a variety of activities. There are few opportunities for children to problem solve and calculate within all aspects of practical activities and daily routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a variety of resources using their senses. Opportunities exist for children to utilise materials to join, build, assemble and shape. A range of equipment is available to reflect positive images. Weekly topics are planned to help develop children's knowledge of different countries. Some resources are available to promote ICT, however the range, organisation and regular access is insufficient to support the children's learning in all areas of the curriculum.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of equipment and tools inside to develop fine motor skills, thus children's dexterity is developing well and they have good hand-eye co-ordination. The outside area is not utilised to its full potential. Staff provide a limited choice of physical activities and opportunities for climbing, balancing and physical challenge, to ensure children can learn and refine new skills. Some children take part in exercise, with Stretch and Grow activities by a weekly peripatetic teacher.



## CREATIVE DEVELOPMENT

Judgement: Generally Good

Children respond well to many sensory experiences. Most children experience fortnightly music sessions with a peripatetic teacher. There is insufficient evidence of children exploring sound, freely accessing musical equipment or participating in regular musical and singing activities. Children explore colour and texture through a range of art activities, although some opportunities to challenge the older and more able children are missed. Children enthusiastically take part in imaginative play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve staff's knowledge and understanding of the Foundation Stage
- develop planning to ensure plans highlight learning intentions linked to the stepping stones, consider differentiation and ensure children are being appropriately challenged
- ensure assessments are informative and evaluative and used to inform planning
- increase opportunities and use of resources, to ensure children have regular access to ICT equipment, music and a variety of outdoor physical play equipment
- review the information provided for parents, with regards to the educational programme and children's progress. Extend information and increase opportunities for parents to be actively involved in their child's learning
- improve the procedure to monitor, support and evaluate staff as well as the provision for nursery education, to ensure management know what is going on and what needs improving.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*