



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148131

DfES Number: 583170

### INSPECTION DETAILS

Inspection Date 08/03/2004  
Inspector Name Linda Oliver

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Busy Bees Day Nursery  
Setting Address 1 Mardley Hill  
Welwyn  
Hertfordshire  
AL6 0UE

### REGISTERED PROVIDER DETAILS

Name The Busy Bees Group LTD

### ORGANISATION DETAILS

Name The Busy Bees Group LTD  
Address The Rom Building, Eastern Avenue  
Lichfield  
Staffordshire  
WS13 6RN

## 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 opened in 1996. It operates from two floors of a converted, detached house in Welwyn. The nursery serves the local and wider area.

There are currently 74 children aged from 0 to 5 years on roll. This includes 6 funded three year olds and 2 funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and who speak English as an additional language.

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

There are twenty members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are four staff currently working towards a recognised early years qualification.

### How good is the Day Care?

Busy Bees Day Nursery provides good care for children. They are cared for by well qualified and experienced staff who provide a warm and welcoming environment for children and their parents. The sessions are well organised and the space is used creatively to ensure that children have access to a wide range of easily accessible resources and equipment.

Records, policies and procedures are readily accessible, and are stored confidentially and securely.

Staff have a sound awareness of health and safety issues and carry out regular risk assessments. Equipment is regularly checked and well maintained, and children are encouraged to follow good hygiene routines. Staff have attended training for supporting children with special needs, and also for equal opportunities and child protection.

There is a well balanced range of activities provided for the children. They are

forming effective relationships with each other and with staff and visitors. The children are involved, interested and enjoy their play. They are supported by the staff who respond to their individual needs and interests, and lots of praise and encouragement is given. Children's behaviour is valued and encouraged by the staff and most children respond well to their calm and sensitive approach.

The partnership with parents is good. Parents are warmly welcomed by the friendly and approachable staff. Parents are provided with ample information about the provision through the prospectus, notice boards, newsletters and parent packs. There are well established procedures in place to ensure that parents are kept informed about their children's welfare and development.

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

All actions from the previous inspection have been addressed.

There is now a register in place in all rooms, and also a signing in and out book for parents. Managers also keep a record of all children present, and all visitors to the nursery.

Children's privacy has been improved in the toilets by putting doors on some of the cubicles.

Staff have devised a policy regarding outings which includes staff ratios. Children are sometimes taken to the local post office or estate agents, when there is a ratio of 2 children to 1 member of staff.

Staff have devised a cleaning rota which includes the cleaning of all toys, and they are kept aware of the appropriate nappy changing procedures.

The behaviour management policy has been up-dated to include bullying and the methods used to manage children's behaviour.

The nursery manager has obtained a copy of the Area Child Protection Committee procedures on which the policy is based.

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

- The management team have a very good knowledge of the National Standard requirements and how to interpret them in the best interests of the children. There is a very detailed operational plan in place which works well in practice and is available to parents.
- Staff provide a warm and welcoming environment. They have a good knowledge of the early learning goals and children benefit from a well planned programme of stimulating activities which help them make good all round progress.
- Staff talk and listen to the children and value each child and what they have to offer. Babies are provided with stimulating sensory activities, such as

bubble play, cereal, yoghurt and chocolate play, and making music.

- There is very good communication between staff and parents. Parents and children are warmly welcomed at the beginning of the day. They are given both verbal and written feedback of their children's day at the nursery, and they have frequent opportunities to see the children's work and discuss their progress.

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

- organisation at lunch times to encourage children's independence and social skills.

#### **Outcome of the inspection**

Good

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Review the organisation at lunch times to encourage children's independence and social skills.

## 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 Busy Bees Day Nursery is good. Children make very good progress in communication, language and literacy and physical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge and understanding of the Foundation Stage. They plan and deliver a well thought out and broad range of activities and learning opportunities which promote development in all areas. Further development of assessment records will enable staff to effectively plan the next steps to help children make progress towards the early learning goals. Staff interact sensitively with the children to promote confidence. Praise and encouragement are freely used, and they form good relationships with the children. There is a happy and positive atmosphere in the play room. Although there are no children currently attending with special needs, systems are in place to support them.

Leadership and management is generally good. Staff work well as a team and share in the planning and delivery of activities. An annual appraisal system is in place and staff attend supervision every eight weeks. Monitoring is on-going and activities are evaluated each day. The staff are well qualified and they ensure the education programme is interesting and varied. They have a commitment to further improvement of the nursery by attending regular training courses.

The partnership with parents is very good. They are made welcome and given useful information about the group's activities, covering the areas of learning, policies and procedures. Staff share information from the communication book with parents after every session about their children's activities and routines. Positive comments from questionnaires indicate parent's appreciation of the care and education provided for their children.

### What is being done well?

- Staff have a very good knowledge and understanding of the Foundation Stage and the early learning goals which they use to plan a balanced range of activities throughout the nursery to help children make progress in all areas of their learning.
- Children's interaction with staff is very good which enables them to feel valued. Staff develop warm and friendly relationships with children and their families so that they have a sound understanding of the children's needs.
- Children learn letter sounds and names. They practice pencil control skills and are beginning to form letters correctly and write their names. They also learn about writing for different purposes, such as in cards, invitations, and writing names on envelopes.

- The range of festivals and events celebrated is broad and imaginative. Children participate in lots of activities to celebrate festivals from countries such as Africa, Brazil and Sweden.
- Children enjoy the stimulating exercise sessions when they move all parts of their bodies in a variety of imaginative ways.

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

- procedures to develop short term planning, to include learning intentions linked to the stepping stones and early learning goals; ensure assessments are used to inform future planning of the next steps of the children's learning programme
- opportunities for children to investigate and explore the natural world, such as an interest table and nature walks.

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

The nursery has made very good progress since the last inspection. There were three key issues for action :

Provide more opportunities in imaginary play to develop writing skills: The role play area provides opportunities for children to write as they play with small world equipment, eg.as a hairdressers, travel agents and post office.

Broaden the opportunities given to children to enable them to select their own resources for activities: Toys are now easily accessible and stored at the children's level. All equipment is clearly labelled. There was a wide variety of resources available to children during the inspection.

Extend the partnership with parents by developing their understanding of how the activities and experiences provided help the children learn and progress towards the desirable learning outcomes (early learning goals) : Staff display the planning on the walls and also send a copy to the parents so that they know the topics the children are looking at and the activities provided for the children. The nursery provides regular parent interviews and parents can come into the nursery at any time to talk to staff. Staff also give verbal feedback daily from the communication book. The nursery supplies leaflets for parents about the Foundation Stage and early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, interested and motivated to learn. They develop confidence and have a good understanding of the daily routines. They make friends and play co-operatively with or alongside each other, although some children find it difficult to sit and concentrate at circle and story time. Children are introduced to ideas about the wider world and understand differences across various cultures and ways of life, eg.the Bolivia project, when they correspond with children at Broombrush nursery.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers, with each other and with adults. They learn letter sounds and names, and practise pencil control skills and writing their names. They learn that print carries meaning from the clear labelling around the room. Children enjoy learning about the 'World Book Day' when they discuss their favourite books and look at various kinds of print. Children use books for pleasure and reference purposes and readily participate in songs and rhymes which they quickly memorise.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise numerals and use number names as they play and work. They discuss numbers around us, eg. in the street, at home and in the play room. They are introduced to shape by topic work and can recognise rectangles, ovals and triangles. Cooking activities introduce concepts of measure and quantity. Children estimate and count shapes up to ten and beyond. However, there are no regular assessments made of children's skills to identify the next stages of learning in the number programme.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are introduced to the local community through topics, such as visiting the post office, library and estate agents. They begin to understand about the traditional and wider world cultures as they celebrate festivals from other countries. They use an atlas and globe to look where these countries are. Children use the computer with confidence. However, there are few opportunities provided for them to investigate and explore the natural world.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are aware of space for themselves and others as they sit in a circle, make a line or find a chair. They understand basic hygiene practices in their daily routines, such as wiping noses and washing hands. Fine motor control and hand-eye co-ordination are developed using puzzles, construction kits, dough and tools, and mark making. Children enjoy their weekly sessions with 'Kinderoo' and also movement activities when they dance like a snowflake and shine like the sun.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Staff plan a varied programme of art and craft work including junk modelling, collage and painting. However, these are often adult-led and few opportunities are provided for children to choose their own materials to express their imagination freely. Children enjoy using their imagination through role play and there are very good resources and small world equipment to encourage this. They enjoy singing as part of the daily routine and the movement sessions introduce them to dance and rhythms.

**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**

- Develop short term plans to include learning intentions linked to the stepping stones and early learning goals, and ensure children's assessments are used to inform planning of the next steps of the children's educational programme.
- Provide opportunities for children to investigate and explore materials from the natural world.

*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.*