



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123606

DfES Number: 580487

INSPECTION DETAILS

Inspection Date 01/03/2004
Inspector Name Julie Washer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bees Day Nursery
Setting Address Rothamsted Lodge, Hatching Green
Harpenden
Hertfordshire
AL5 2JS

REGISTERED PROVIDER DETAILS

Name Busy Bees Childcare Ltd

ORGANISATION DETAILS

Name Busy Bees Childcare 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 1993. It operates from 2 floors of a large building and is situated in Hatching Green, in a quiet woodland setting on the edge of Harpenden. The nursery serves the local and wider area.

There are currently 112 children from 3 months to 5 years on roll. This includes 11 funded 3 years olds and 3 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 5 days a week all year round. Sessions are from 07:15 until 18:30.

There are 5 part time and 16 full time members of staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are 7 staff currently working towards a recognised early years qualification.

How good is the Day Care?

Busy Bees Day Nursery provides good care for children. Staff provide a warm, friendly and welcoming environment in which children can play and learn. Supporting paperwork and documentation is in place and records are confidentially stored.

Staff have a good awareness of health and safety issues and children are safe and well cared for. One aspect of hygiene needs reviewing to ensure that children wash their hands before eating. Children receive regular snacks, meals and drinks. However, the organisation of snack and meal times is being reviewed to enable children to further develop their independence and social skills. Staff work well together and have developed good relationships with the children. They know them well and are able to offer appropriate care and support. Children with special needs are supported effectively and are given relevant opportunities to develop and make good progress. Most staff have attended appropriate child protection training and are aware of their responsibilities.

Children are involved in a varied range of planned activities which support their language, mathematical thinking, imagination and creativity. Management are currently reviewing the organisation of activities so that children can independently make choices and decisions about their play. There is a good range of toys and resources in the baby room and babies care needs are met well. Behaviour is good and staff use consistent and appropriate behaviour management strategies. They handle issues sensitively and calmly enabling children to learn right from wrong.

The partnership with parents is good. Parents are warmly welcomed by friendly and approachable staff and have opportunities to chat informally about their child's progress and achievements each day. Parents are provided with good information about the provision through the prospectus, notice boards, newsletters, parents pack and parents evenings.

What has improved since the last inspection?

All actions from the previous inspection have been addressed. Domestic style chairs with soft cushions have been provided to assist babies mobility and to make bottle feeding more comfortable for staff. Travel cots are provided in the baby room so that children can rest and sleep comfortably. An appropriate procedure for settling children to sleep is in place and understood by staff.

What is being done well?

- Staff work well together and they know the children well.
- There is an interesting range of activities which help children make progress in all areas of their development and babies are provided with stimulating sensory activities such as sponge painting, spaghetti play and feet painting.
- The environment is warm and welcoming.
- Secure safety procedures are in place.
- Children with special needs are well supported and given appropriate resources and opportunities in order to promote their welfare and development.

What needs to be improved?

- the organisation of activities
- organisation at lunch and snack times, including hand washing before eating.

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 of activities, so that children can make choices about their play and operate independently.
7	Review organisation at snack and lunch times to provide opportunities for children to develop their independence and social skills and ensure that all children wash their hands before eating.

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 are making generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good with some good features. Staff have a sound knowledge of the early learning goals, which they are continuing to develop. They are working hard at familiarising themselves with the new planning and observation system which has recently been implemented. Management are aware of the need to develop short term planning. This will enable staff to provide a more effective basis on which to plan the next steps in the children's learning programme and to challenge the more able children. Staff interact with the children. They are friendly and approachable and use effective questioning which prepares children to gain the most from the activities presented to them. However, organisation of activities needs reviewing so that children can make choices and decisions about their play and operate independently.

Leadership and management is generally good. Staff work well together as a team and are aware of their roles and responsibilities. An annual appraisal system is in place and staff attend supervision meetings every eight weeks. They share a commitment to improvement through on-going training and receive support from the deputy who is the training co-ordinator. The provision is monitored regularly through monthly audits which ensures that the setting is continually evaluating and reviewing their practice.

Partnership with parents is generally good. They receive good quality information about the setting and are informed about their child's progress and achievements. Parents are encouraged to share what they know about their child and given opportunities to be involved in their learning. Children take home simple reading books and words to share with their parents.

What is being done well?

- Children are confident in trying out new activities and are able to concentrate and sit quietly when appropriate. They enjoy speaking in a familiar group, sharing their news and talking about their home lives and past experiences.
- Staff are friendly, approachable and relaxed. They have good relationships with the children and use effective questioning to encourage children to think for themselves.
- Staff plan a range of interesting activities. They work well together as a team and are committed to providing good quality care and education for the children.

- Children are provided with opportunities to ask questions about why things happen and how things work as they explore magnets and observe living things such as onion seeds and snails.

What needs to be improved?

- the provision of activities and experiences that challenge the older and more able children within all areas of learning
- procedures to develop short term planning and make sure observations and assessments are used to inform future planning of the next steps of the children's individual educational programme.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. There were three key issues to address.

Develop a planning system which ensures that all elements of each of the six areas of learning are promoted, giving the required priority to personal and social development, to language and literacy and to mathematics.

Planning has been developed covering all areas of learning.

Develop the mathematics programme by providing, and making regularly available, a wider range of resources, games and equipment and by considering ways of offering more opportunities for practical mathematics, particularly through the use of daily routines.

A range of age appropriate mathematical resources has been provided. However, more opportunities to offer practical mathematics through everyday routines is currently being reviewed.

Develop ways of offering children better access to a wider range of resources, so that they can initiate learning situations and can experiment and explore.

A range of resources have been provided, such as magnet sets and insect containers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and they are eager to try out new things. They are able to concentrate with cutting out activities as they cut wavy and straight lines. They sit quietly when appropriate and are forming good relationships with each other and adults. Children are introduced to the wider world through topics, trips and visitors to the nursery. They are developing independence skills, although some opportunities are missed during snack times and for children to select resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen attentively to stories and respond with enjoyment to songs and rhymes. They sound out initial letters of their names and at the beginning and the end of short words. Older children are able to write their name. They write for a variety of purposes as they make a lollipop stop sign and write thank you notes. Children take home simple reading books and words to share with parents. However, there are insufficient opportunities for children to work independently at the writing table.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy singing number rhymes and songs. They use number in everyday activities as they make clock faces, match objects to numbers and practise counting their fingers and toes. Children explore shape, they are encouraged to name 3D wooden shapes and enjoy making patterns with flat shapes. They discuss positional language as they sort the sizes of elephants. There is limited evidence for children to develop addition and subtraction through planned activities and everyday practical routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about growth as they plant onion seeds and make observations of living things such as snails. They enjoy looking at why things happen and how things work whilst they are exploring how magnets work. Children use everyday technology as they listen to the tape recorder and make toast for snacks. However, there are too few opportunities for children to access the computer freely and access materials to develop their designing and making skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have the opportunity to develop and refine their physical skills using a range of small and large equipment. They move confidently, showing an awareness of space, of themselves and of others. Through regular exercise sessions and planned activities they learn about the effects to their bodies when they are active, why they need to exercise, sleep and eat healthy foods. There are insufficient opportunities for children to explore malleable materials such as sand, water and play dough.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour and texture through a range of structured art and craft activities including bubble printing, symmetrical and roller painting and making daffodils for St. David's Day. They enjoy dancing to music, singing songs and rhymes and playing musical instruments. There are limited opportunities for children to use resources to create and use their imagination freely in art and design and role 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

- Review the provision of activities and experiences that challenge the older and more able children within all areas of learning.
- Develop short term planning to include learning intentions linked to the stepping stones and early learning goals and make sure observations and assessments are used to inform future planning of the next steps of the children's individual educational programme.

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.