

# Busy Bees Day Nursery at Rugby

Inspection report for early years provision

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<b>Inspection date</b>	19/07/2011
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<b>Type of setting</b>	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Busy Bees Day Nursery at Rugby is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited. It was re-registered in 2010. It operates from a purpose-built unit located on the site of Henry Hinde Infant School, in Bilton, Rugby. Children play in five playrooms which includes two for babies, one for children aged two to three years and two for children aged three years and over. There is an enclosed outdoor play area accessible from each of the the playrooms. The nursery serves the local area and has strong links with the local school. The nursery is accessible to all children.

The nursery opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 84 children may attend the nursery at any one time, 30 of whom may be under two years. There are currently 140 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to 11 years, before and after school and during school holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 25 members of childcare staff. Of these, 19 hold appropriate early years qualifications. Four staff are working towards childcare qualifications. The nursery receives support from the local authority and is a member of a recognised day nursery association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children settle quickly and confidently join in with activities within this well-organised and inclusive setting. They thoroughly enjoy a stimulating and vibrant range of play and learning experiences, which present excellent levels of challenge most of the time. Children are valued as unique individuals and their progress is closely monitored through effective observation and assessment systems. Partnerships are strong and supportive, ensuring children receive consistent and complementary care. Parents' views are valued and most are well informed of their child's development and progress. Effective self-evaluation promotes continuous improvement and development in practice.

## **What steps need to be taken to improve provision further?**

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

- expand opportunities to offer support to parents for extending their child's learning in the home.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. All staff are clear about the safeguarding policy and children receive excellent levels of support at all times. Thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing to minimise risks to their safety. Comprehensive written policies, covering all aspects of the provision, work well in practice to ensure the safe and efficient management of the setting. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Children develop a positive attitude and an active approach towards equality and diversity through practical and meaningful activities and projects. For example, toys, equipment, games and outings are used effectively as a springboard for discussion about people who have different lifestyles, religions, ethnicity and abilities. Activity plans are well developed and show how the individual needs of each child are supported and the next steps are clearly identified. Staff consistently promote equality and anti-discriminatory practice, successfully promoting inclusion.

Self-evaluation systems are used well to identify the setting's strengths and key areas for development. This results in clear action plans for improvement to the nursery environment through the re-organisation of rooms and resources. The views and feelings of the children and their parents are highly regarded to guide and inform practice. Staff demonstrate high levels of commitment to the care that children receive. They attend regular training courses to develop their professional knowledge and skills and benefit from sharing new ideas and information with other providers.

The nursery is bright and welcoming with many of the children's pictures and artistic creations displayed with pride. Toys and equipment are readily accessible to the children, enabling them to make independent choices and decisions about their play and learning. The vibrant outdoor areas are a particular strength of this setting, offering exceptional opportunities for children to explore, investigate and express their creativity and imagination.

High standards of cleanliness in the kitchen and food preparation areas afforded the setting a gold award for their environmental health procedures. Rooms are in good order throughout, although the combined use of access to the garden and the sleep area in the 'enchanted forest' room potentially creates contamination issues. This risk is significantly reduced however, because staff take steps to ensure the area is cleaned and swept before the children lie down on their sleep mats in this area.

Strong working partnerships are fostered between the management teams and with early years advisors, to ensure that effective service delivery is consistently applied. Close liaison with parents and other childcare or health professionals, ensures that children with identified needs receive prompt support at an early stage. Successful relationships are developed with local schools so that children transfer smoothly to their next setting. Parents are actively engaged in the day to day organisation of the nursery, receiving relevant information about their child's care and routines. There are many opportunities for them to become involved in nursery celebrations and events, such as the children's graduation ceremony and fathers and grandparents days. Parents are well informed about the educational programmes through the induction procedure and consultation events. They receive relevant information about the provision and the meaning and purpose of the early years foundation stage, which gives them some ideas of how to support their child's learning at home. However, opportunities are sometimes missed to enhance this area of practice so that parents understand fully the significance of the educational programmes.

Comments received from parents and carers are positive and complimentary. They are pleased with all aspects of their child's care and have trusting relationships with the key people within the setting. They feel comfortable and confident in the management structure and feel that their views and any concerns are valued and addressed promptly. Children express their thoughts and feelings freely, younger children are happy and content and older children say how much they 'love playing' at the nursery.

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

Children make rapid progress towards the early learning goals because they are actively engaged in a well-balanced and stimulating programme of activities which cover all areas of learning. For example, all children thrive as they explore the indoor and outdoor areas freely. Younger children happily potter about in the garden, seeking out interesting natural objects which they show proudly to adults. They develop strong sensory awareness as they show curiosity and interest in the sounds they hear around them and become excited as they investigate the habitats and movements of small insects and creatures. Babies develop their coordination and increasing mobility as they learn how to use push-along toys and negotiate obstacles. Older children take pride in their surroundings as they show the results of their hard work in the vegetable garden. They confidently name the different types of plants and vegetables in the beds and enjoy making potato soup and eating the strawberries they have grown. They contribute to community events, successfully achieving awards for their efforts in the 'Rugby in Bloom' competition. The rich and vibrant outdoor areas offer many opportunities for all children to express their creativity and develop the skills they need to read, write and keep themselves safe. They see labels, in pictures and in writing, which add meaning and purpose to their play. They use chalks, paints and water to make marks and patterns and draw recognisable shapes. As they get older, they take responsibility for checking that the areas they use are safe and free from hazards,

ticking safety checklists with adult support.

The wider environment is used effectively to extend children's knowledge and skills. They have lots of fun as they take part in sports day events on the school field. They visit the nature area to explore the wonders of the natural world and learn how to cross the road safely when they visit the local shops and park.

Children's creativity and imagination is fostered in many interesting ways, giving them the confidence to express their individuality and interests. Younger children show fascination as they use paint filled ice cubes to make marks and patterns on paper, developing early writing skills. Boys and girls enjoy dressing up, choosing to keep on their costumes for extended periods of time. Older children show a keen interest in the world around them and the universe, creating a three dimensional model of the space shuttle vehicle. Additional resources, such as books and internet information are used effectively to consolidate their understanding of how things work out in space. As a result, children confidently talk about how astronauts live on the space station for a long time and eat their food in space before coming back to earth. Children have access to a wide range of materials to paint, draw, glue and stick, although these additional activities sometimes lack challenge and excitement for all age groups. However, this has minimal impact on children's learning and enjoyment overall, as there are many vibrant and exciting opportunities within the everyday environment to extend their knowledge and skills. Significantly, children develop competence in the use of modern technology equipment from an early age. Young children handle used mobile phone, camera and remote control equipment in their investigative play, demonstrating how to press buttons and switches to make things work. Older children competently use the mouse to operate simple computer programmes, showing how to 'click the mouse' to make changes. As they prepare for school attendance, they become familiar with the use of interactive white boards to draw and write and to control objects remotely.

Children benefit from the setting's excellent attention to good health and hygiene. They enjoy nutritious meals and snacks and have free access to fresh drinking water throughout the day. They follow good personal hygiene routines and confidently explain why it is important to keep themselves clean so that 'germs don't make them poorly'. Staff follow consistent hygiene routines to ensure the care needs of babies and young children are closely adhered to. Children learn about the benefits of a healthy lifestyle as they enthusiastically take part in 'Wake and Shake' games. They stretch, bend and wiggle their bodies in different ways, changing between active and gentle movements as they learn how to warm up and cool down before and after exercise.

Children behave well because staff act as positive role models, encouraging 'kind and friendly' relationships. Babies and young children enjoy close bonds with familiar staff. Older children spontaneously use 'excuse me' words when they wish to talk to others or draw attention to things that they are interested in. Children who speak English as an additional language are valued and included. They see and hear words in their home language which help them to develop a strong sense of belonging. A variety of customs and beliefs are celebrated throughout the year, helping children to value and respect significant events in other people's lives.

Consequently, all children develop the skills they need to be confident and enthusiastic learners in the future.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met