

Busy Bees at Colton Mill

Inspection report for early years provision

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Inspector	Cathryn Parry
Setting address	Colton Mill, Stile Hill Way, Leeds, LS15 9JB
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Type of setting	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*.

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Description of the setting

Busy Bees at Colton Mill is one of many childcare provisions privately owned and managed by Busy Bees Nurseries Limited. It was registered in 2003 and operates from purpose-built premises. The first floor is accessed by a lift or a flight of stairs. The setting is situated in the residential area of Colton on the outskirts of Leeds in West Yorkshire. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year, excluding Bank Holidays.

The setting is registered to care for a maximum of 175 children in the early years age group. There are currently 255 children on roll, some of whom receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and supports children who speak English as an additional language.

There are 59 members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 5, one holds level 4, 32 hold level 3 and 13 hold level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming, caring and inclusive environment for all children and their families. An effective induction procedure ensures all children are included and individual needs are well met. The wide range of planned and spontaneous activities ensure all children have good opportunities to make progress in their learning and development. Systems for monitoring this progress and involving parents and carers in the ongoing observation and assessment process are regularly being reviewed. The management team and all members of staff use reflective practice and self-evaluation well, showing a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for summative assessment with regard to tracking children's progress in their learning journey records
- develop further systems to involve parents and carers as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

The premises are secure, with effective procedures being in place for the collection of children, ensuring they are well protected. Staff clearly understand their role with regard to safeguarding, including the procedures to follow should a concern arise. Highly effective recruitment, employment and induction procedures are in place and implemented well to protect children. Effective risk assessments are carried out to minimise potential hazards, providing a safe environment for both staff and children. The continuing professional development of staff demonstrates a high level of commitment to further improve outcomes for children. Resources are easily accessible to promote free choice and independence.

Equality and diversity are effectively promoted throughout the setting. Parents and carers are provided with a good range of information that keeps them fully informed about all aspects of the setting, as well as the care, welfare and learning of their children. The close relationships that have been developed are particularly beneficial for children who speak English as an additional language. Staff demonstrate a secure understanding of the advantages of linking with other professionals to meet children's individual needs. The setting liaises very well with other providers where children receive care and education in more than one setting to ensure progression and continuity of care and learning.

The management team and staff are enthusiastic, motivated and committed to providing a good quality service to children and their families. The system for evaluating the setting's progress is good and is supported by a well-targeted action plan. The manager welcomes feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

The staff plan activities taking into account children's interests and capabilities. Assigned key staff know the children very well and can easily discuss their achievements. However, systems for summative assessment with regard to tracking children's progress in their learning journey records are not consistently implemented. The manager and her team of staff are continually thinking of new ways to involve parents and carers in the ongoing observation and assessment process. However, the current system is not fully effective. This impacts on the staff's ability to monitor all of the achievements children make and personalise the planning even more.

Awareness of the wider world is promoted well through various practical activities and resources which reflect cultural diversity. Children show concern for each other, for instance, covering a sleeping child with a blanket. Their self-esteem and sense of belonging are effectively promoted as their paintings are widely displayed.

Babies develop a sense of self as they see their mirror image and relish sensory experiences as they play with a variety of textures and toys that make sounds. Children enjoy looking at books with staff, who are animated as they share a story about a bear hunt. The staff naturally develop children's awareness of problem solving, reasoning and numeracy concepts. Examples of this are where they sing number rhymes, complete jigsaws and weigh ingredients for baking. Activities are regularly extended, for instance, where children collect leaves and then enjoy a leaf-rubbing activity. This inspires them to be creative and increases their knowledge of the natural world. They use information and communication technology to develop their skills for the future, including accessing the interactive whiteboard.

Children demonstrate a strong sense of belonging. They have regular opportunities to enjoy outdoor play, fresh air and physical activities, which contributes to their good health. Children participate in a range of experiences to raise their awareness of how to keep themselves safe. These include enjoying visits from the fire brigade, road safety activities and regular evacuation practises. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. Children are learning good personal hygiene through consistent routines and positive role modelling. Documentation is well organised and clear records are in place, readily available and stored securely to protect confidentiality.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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