

Busy Bees Day Nursery at Nottingham Daybrook

Inspection report for early years provision

Unique reference number	253182
Inspection date	24/05/2011
Inspector	Sue Riley
Setting address	Sir John Robinson Way, Arnold, NOTTINGHAM, NG5 6BN
Telephone number	0115 9264111
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Busy Bees Day Nursery at Nottingham Daybrook has been registered since 2000 and it is now run and managed by Busy Bees Nursery Limited. It is one of a chain of nurseries owned by the parent company. The nursery is based in purpose-built accommodation on two levels. The nursery is open Monday to Friday from 8am until 6pm, throughout the year, closing only for main bank holidays. Children are accommodated in areas according to their age and development. All children share access to a secure enclosed outdoor play area. The location is convenient for main routes into Nottingham city centre and serves families from the local and wider area.

The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 120 children under eight years may attend the setting at any one time. There are currently 172 children attending all of whom are within the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The nursery employs 31 members of staff, of which 28 work directly with the children. Of these 24 hold recognised early years qualifications and three staff are working towards a qualification. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery and receive good levels of care because the qualified staff work very closely with individual children and their families. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they fully understand the welfare requirements. Good partnerships between parents and staff ensure that individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates a suitable capacity to make continuous improvement and sustain its existing high standards.

What steps need to be taken to improve provision further?

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

- develop consistency amongst the staff to ensure that they use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop consistency amongst the staff to ensure that they provide time to support children's understanding of how hygiene promotes good health.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff have attended training around safeguarding so are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the qualified staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment procedures in place to ensure staff are suitable to work with children. Detailed risk assessments are carried out to provide a safe environment. The maintenance of all records to ensure children are safeguarded are fully effective. The nursery has a range of company policies and procedures in place to ensure the smooth running of the provision and the protection of children. These are regularly reviewed and updated by the staff team to ensure they are all relevant and contain up-to-date information.

The staff have been involved in the self-evaluation process and identified some areas for improvement and the nursery are working through these. Parents views are sought through the regular questionnaires. The nursery has addressed the recommendations raised at the last inspection. They value the support they receive from the local authority. Children benefit from the continuity of care between rooms and with other settings because the staff work in very close partnership with their parents and others. The nursery has good monitoring systems in place for the many record keeping systems. The staff update policies and procedures appropriately. The managers routinely make good use of a range of monitoring systems relating to the provision and outcomes for children.

Staff make the most of diversity to help children understand the society they live in. The resources are good, fit for purpose and support children in their development. For example, most resources are now readily available for the children at their level, which promotes their independence. The staff check all resources, through a choke test, to ensure they are safe and suitable for the children. By working in close partnership with parents the staff have a good knowledge of each child's background and needs. They do this through encouraging parents and carers to share what they know about their child when they first start the nursery. They complete information sheets and forms about what their child can do and their individual likes and dislikes. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. The nursery has regular parents' evenings in which all parents are invited to spend time with the staff in discussing their child's development and progress. They are also kept up to date with bi-monthly newsletters and information on the notice boards. All staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare.

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

Children settle well in the nursery and enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. Most staff plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have detailed assessment records for each child as a record of their development and Learning Journey whilst attending the nursery. Staff set the next steps of development for each child and share these records with parents to ensure they are fully aware of how their child is making progress. However, this is not consistent in all rooms. Children are very eager to play and join in with the activities as they get excited at what they are doing. All children are starting to develop their awareness of diversity through activities and resources which helps them positively explore and value differences and similarities in the wider world.

Children's language and social skills are encouraged through good staff interaction, and the use of verbal and non-verbal communication. For example, when a very young child explores the paint with their hands and makes marks on the paper, the staff member praises them with words, smiles and claps. This causes the child's face to light up as they know they have done well. Older children have Spanish lessons and enjoy the activities that they participate in. All children behave very well as staff use appropriate strategies to encourage their good behaviour, for example, distraction or positive praise. Older children use their manners and learn to be respectful of their peers and adults. They have lovely warm relationships with the staff and have lots of fun with them. Children are confident to approach the staff for their needs, demonstrating a sense of trust. They are becoming active learners as they have free choice of the activities both inside and outdoors. This helps them to think and learn for themselves as they can go back later to an activity to consolidate their own learning. Children demonstrate appropriate levels of concentration as they spend time at their chosen activity. They spend time out in the fresh air as they practise and develop their large physical skills. The recent garden renovation enhances the provision for children, as all age groups can now play in their own outdoor areas safely and can move between the inside and outdoors as they choose. Children are confident with information, communication and technology as they play with the interaction toys and the older children use the computer. They enjoy books and eagerly listen to stories being told by the staff. Children benefit from singing and learn simple calculations as they sing number songs and rhymes.

Most children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. Not all staff encourage children to follow appropriate practices which mean that some children are at risk from cross-infection. For example, they do not always use individual flannels for wiping children's hands and faces. Most children help themselves to drinks as they become thirsty. The menus provided suggest a balanced and healthy diet is encouraged. Meals are cooked from fresh ingredients, and children learn table manners and social skills as they sit together for meals in small groups. Children enjoy their meals and eat well. Children learn about keeping themselves safe

through the discussions and activities provided. For example, they take part in regular practices for the emergency evacuation. They also have visitors to the setting to talk to them about health and safety, such as the fire service and dentists.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met