

# Busy Bees at the Hoover Building

Inspection report for early years provision

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<b>Inspection date</b>	31/10/2011
<b>Inspector</b>	Christine Bonnett
<b>Setting address</b>	Busy Bees Nursery, 34-38 Bideford Avenue, Perivale, Greenford, Middlesex, UB6 8DF
<b>Telephone number</b>	020 8810 4207
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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 the Hoover Building is part of a nationwide chain of nurseries run by Busy Bees Nurseries Limited. It opened in 1992 and operates from three converted houses in Perivale, in the London borough of Ealing. A lift between floors is not available. A maximum of 76 children may attend the nursery at any one time. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 86 children aged from 11 months to under five years on roll, some in part time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and those who speak English as an additional language.

The nursery is registered on the Early Years Register. It employs 16 staff, of these, 14 hold appropriate early years qualifications, with five working towards a qualification or enhancing their existing qualification. One staff member has Early Years Professional Status (EYPS).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and enjoy their time in this well organised nursery. Staff work highly effectively with parents. This is to ensure that the individual needs of all the children are known and met appropriately. Staff have a good understanding of the requirements of the Early Years Foundation Stage. This means that overall, children make good progress in all areas of learning and development. The management team is fully committed to the continuous development of the nursery to further improve outcomes for children.

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

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

- provide children with routine opportunities to explore and manipulate a variety of malleable materials, such as dough and gloop (corn flour and water).

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

Safeguarding children has high priority. Robust recruitment procedures are in place to ensure all adults working with the children are suitably checked. Staff have a

good understanding of the safeguarding policy. They know the action to take should they have concerns about a child. Risk assessments of the premises and outdoor area are conducted and reviewed appropriately in order to identify and minimise all potential hazards. Children learn how to help keep themselves and their friends safe. They know how to use tools, such as scissors safely and why it is necessary to hold the hand rail when walking up and down stairs. Children also confidently remind staff to mop up spillages on the floor to prevent accidents. Participation in emergency evacuation drills and demonstrations of a kerb drill further support children's understanding of staying and feeling safe.

The co-managers are fully committed to providing high quality childcare. Together, they effectively communicate their ideas and plans for the future to their motivated staff team. The nursery's practice is constantly reviewed by management, staff, parents and children. All parties have a voice in shaping decision making. The Parent Partnership Group meets three times a year to raise and discuss relevant issues that impact upon them and their children. Findings from the on-line Quality Audit are published. It shows how issues and queries raised by parents are being addressed. Staff devise Focus Development Plans for the children's rooms to enhance the environment and practice. Older children use Voice of the child questionnaires to indicate their feelings about the nursery. Questions include 'who can you talk to if you feel sad?' and 'what do you most enjoy at nursery?'

The nursery enjoys positive relationships with parents and carers. This contributes significantly towards the ongoing well-being of the children. Parents are invited to share all relevant information about their child with their key person when they start to attend. This is to ensure the care provided is appropriate and consistent. Written information is provided about the timescale of the settling-in period. A review takes place six weeks later to discuss any emerging issues. Letters are given to parents when children move rooms. This is to introduce the child's new key person and explain how the move will be managed, to ensure a smooth transition. Detailed verbal feedback is given to parents to keep them informed about how their child has spent the day. Parents are encouraged to note down observations of their child playing at home and share them with staff. This is in order for them to work together to foster the child's learning and development. Parents' evenings give them the opportunity to discuss their child at length with staff and make appropriate plans for their ongoing well-being. On the day of the inspection, parents stated that they are very pleased with service the nursery provides. They feel that they benefit from good levels of communication with staff, and that the meals provided and the level of security in the building is very good. The nursery also establishes effective partnerships with other agencies or services, engaged in meeting the needs of children requiring additional support. Communication takes place regularly. This ensures that all relevant information is exchanged and children's learning and development is promoted appropriately.

The extensive range of play resources are used well to support children's learning and development. Children's independence is promoted in all the rooms as resources are easily accessible for them to help themselves. Children's art and craft work is displayed around the rooms and contribute towards creating an environment conducive to learning. The room used by the youngest children is maintained to a good level of cleanliness, to enable non-mobile children to lie and

crawl on the carpet with no obvious risk to their health.

Equality and diversity is well promoted. National Days are held to create awareness of the customs, culture and traditions of different countries. The festivities include making a country's flag and sampling their traditional food. Displays on the cultural boards throughout the nursery also focus on diversity within society and enables children to learn about the world around them.

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

Children become active learners. They engage in a good variety of fun and stimulating play activities. The system used to observe and assess the development of the children, ensures that activities are tailored to meet their needs and promote their learning in all areas. However, opportunities to handle and explore the properties of malleable play materials, such as dough and gloop, are not routinely available. Children have plenty of opportunities to develop literacy skills. They draw, paint and make good use of the electronic Smart board. Children have great fun playing games using phonics. They sing and repeat the sounds that form words to help develop their vocabulary and reading skills for the future. Many resources are available to foster problem solving and numeracy. For example, shape sorters for the younger children and number games for the older ones. Counting is also included in the day to day routine, such as counting the number of children at the sand tray. Children also use computer programs to play number games. Older children learn how to operate information and communication technology. Computers or laptops are readily available and well used.

Children show an excellent understanding of the importance of adopting a healthy lifestyle. They explain which foods are good for them and which to have as treats. This understanding is well supported through project work, such as growing runner beans in the garden. As well as learning that beans are good as part of a healthy diet, they learnt how to care for the plants and measure the height of the bean stalks. They also count the number of beans grown and produced a 'grow your own at home' pack to give to their parents. Children know why it is important to wash their hands at appropriate times during the day. They explain the potential consequences of not doing so. The garden is an exciting area for children to play in. It has large apparatus to provide physical challenges for older children, and plenty of space for generally running around. Children benefit from the Wake and Shake sessions held each morning. They enjoy the lively, fun exercises designed to energise them for the rest of the day. Older children explain that 'we need energy to play'.

Children show a strong sense of security and belonging. This is because they know what is expected of them by becoming familiar with the well established routine. They contentedly play by themselves and with a group of friends where they learn to negotiate and take turns. Children's behaviour is very good. This is because they are encouraged to be kind to each other and they are busy learning through play. Babies are nurtured warmly by staff and enjoy plenty of positive eye contact and

cuddles. All children benefit from the positive interaction given by staff.

## 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	1

### 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

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