

Busy Bees at Hull

Caughey Street, HULL, HU2 8TH

Inspection date

08/10/2012

Previous inspection date

16/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The nursery provides a welcoming, stimulating environment where the children are happy and comfortable. They are treated with equal concern whatever their different needs or interests.
- Staff have a good understanding of the stage of development of each child on entry which ensures they are able to extend their learning through everyday routines and activities.
- The excellent interaction between the staff and children encourages the learning of new skills and the development of close relationships. The key person system works effectively to keep parents informed about their children's well-being and development.
- Staff ensure children are well prepared for the transition from one room to another and when they go to school. Good relationships with local schools ensure the process runs smoothly for the children who are familiar with their new teachers.
- The thorough health and safety procedures in place within the nursery ensure the indoor and outside environment is safe and secure. This ensures children play safely and risks of accidents are minimised.

It is not yet outstanding because

- The children do not have practical opportunities to learn about the natural world on a day to day basis within the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery and the outside area.
- The inspector looked at children's learning journeys, personal records, assessment documentation and information made available to parents.
- The inspector spoke to staff and management throughout the inspection and observations.
- The inspector took account of the information provided by parents in the questionnaires and verbally during the inspection.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Busy Bees at Hull is one of a number of day care provisions owned by the Busy Bees Nurseries Group. The nursery has been operating since 2003 and was taken over by the present company in 2009. The nursery is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The nursery operates from a ground floor purpose built facility which is situated close to the Centre of Kingston-Upon-Hull. There is a fully enclosed garden area for outdoor play. It mainly serves staff working at the Hull Land Registry office but other families also attend. The nursery operates each weekday, all year round between the hours of 7am and 6.30pm, excluding public holidays. It supports children who have English as an additional language. There are currently 68 children on roll within this age group.

There are 20 staff employed to work with the children in the nursery, 18 of whom hold appropriate childcare qualifications at level 3 or above. There are also two level 2 qualified members of staff. There is a cook and cleaner employed. The setting is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop opportunities for the children to learn about the natural world within the nursery setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All areas of the nursery are well organised to allow children to select activities for themselves. They are able to move around freely both inside and out having access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development which is progressing well. They show confidence and safety in balancing and riding. Children use the trailer confidently to transport blocks which they then use to build. They cooperate and discuss how high it should be and how to prevent the wall falling, which promotes their developing relationships and ability to work together to meet their aim. Children's knowledge of the natural world is growing by discussing animals, birds and plants, but there are no opportunities to grow plants or identify insects these attract on the premises. They visit the local parks to see animals, birds and plants and have created a colourful display of jungle animals in the toddler room.

The children are becoming good communicators. They engage very well with the staff and happily discuss their chosen tasks, or ask the staff for assistance. The pre-school children are learning about their local community through visits into the City and the local community. For example, they have visited the annual fair which is part of local tradition. They discussed the different rides they saw, including the number of swing boats and the size of the big wheel and also what people were buying, such as pink candy floss. After visiting the fair they went to the park for a picnic, sitting on a bench as the grass was too wet. They also watched the wallabies and ducklings. They discuss their likes and dislikes confidently, not liking the mess made by the geese on the play area and none of them

wanting oranges to eat.

The toddlers enjoy doing activities together which gives them opportunities to use table top games, such as number and shape games. They are learning how to take turns and consider others when playing together. Their conversation is also developing well and through the range of activities staff provide, their vocabulary is becoming much wider. The toddlers enjoy using the outside space to investigate water and sand, and also to use the wooden house where they play together and when the weather is bad to watch the rain. They are very sociable and confident when visitors arrive, giving dolls to play with and asking for help with puzzles. The children are also developing a sense of humour and thought it funny when staff could not find pieces of a puzzle because they had hidden them under the table.

Activities in the baby room are planned and provided to support the children's development particularly in the prime areas of learning. They are very sociable, happy to be with the staff and each other, showing no concern when visitors arrive. Children use the slide confidently, with staff watching to ensure they are safe and are proud of their achievement when they slide down. They enjoy songs and are starting to do the actions with staff and sway to the music. Staff encourage them to try the musical instruments to make different sounds. They also enjoy stories and have free access to a range of books which enable them to investigate textures as well as looking at pictures. The learning journeys show how they have developed and made progress since starting in the baby room.

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They make accurate observations of the children's starting points on entry to the nursery. This supports the individual planning for each child's future learning and development. Very good partnerships with parents complement the process of observation and assessment. Staff share the children's daily activities with them and make suggestions for learning opportunities to further support children's development at home. Observations are clearly linked to the seven areas of learning and staff have updated their system to monitor continued progress over time. They show how quickly children are making progress. They use this information very effectively to support their two year old summaries and the transition process when children change rooms within the nursery or start school.

The contribution of the early years provision to the well-being of children

The staff have formed warm relationships with the children who are happy, settled and relaxed in their care. Children are comfortable in the nursery's routines which develop from their home routines following discussion with parents. The babies and toddlers contentedly go off to sleep if they need a rest after lunch.

Children relate well to each other, enjoy playing together or are confident to play alone. For example, while some children are asleep accompanied by soothing music, the other toddlers help themselves to different games and play quietly. All the children within the nursery are developing good social skills, independence and confidence for the future. The

toddlers all try to put on their own coats before going outside to play, and most succeed with others asking staff for help. They know the weather is becoming cooler and they need to keep warm.

The staff promote children's health and safety well. They have a clear understanding of how to minimise risks on the premises, in the outside area and out in the community. For example, they ensure safety gates are kept closed and their risk assessments cover visits into the community to ensure children are well supervised and safe. The premises are secure so children cannot leave unsupervised and only authorised persons can enter or collect children. An emergency evacuation procedure is on display and regularly practised to ensure both staff and children are familiar with the procedure.

Children stay healthy because the nursery has effective procedures and daily practices which meet the children's physical, nutritional and health needs. They are familiar with simple good hygiene routines to encourage hand washing at appropriate times, such as, before eating and after personal care. The nursery provides freshly prepared nutritious meals and snacks which take account of children's preferences and dietary needs. Meal times are pleasant social occasions when the children sit together at low tables and chairs, using appropriate cutlery. The babies sit safely in low chairs or are nursed by staff if they have bottles. They eat well and most are able to try to feed themselves. Older children are able lay the tables for meals and to serve themselves at snack time which supports their independence and confidence.

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

The staff within the nursery work very closely together. They know each other well and use their individual strengths to meet the children's needs very effectively. They ensure children are well supervised and keep each other informed when children change rooms to provide a smooth transition. Staff have a very close partnership with parents and other carers which significantly contributes to children's well-being. Parents receive information about the service the nursery offers, including, policies and procedures and the Early Years Foundation Stage. This means parents are well informed and made to feel welcome from the beginning.

Comprehensive information and registration forms are completed to ensure children's needs can be met. Prospective parents and those already using the nursery feel very happy with the care the children receive. They know staff build strong attachments to their children which means they meet their individual needs. They like to look at the imaginative art work and photographs on display throughout the nursery. These illustrate the activities their children have enjoyed and their creative achievements. The baby room shows how children are encouraged from an early age to experience paint and glue, with colourful paintings and black and white collages on display.

The management takes good account of the views of parents about the care their children receive through questionnaires and discussion. Parents, children and staff have input into the self-evaluation process which highlights the strengths of the nursery and identifies any

gaps in the provision. Some comments from parents have been highlighted on the noticeboard alongside the actions the nursery has taken to implement their suggestions. For example, they wanted more fruit to be included in the children's diet, which has been done. They also wanted more information about the key persons in each room, so photographs of staff and their children have been displayed. Overall, parents spoken to are very happy with the care their children receive and are confident they could discuss any concerns with staff. They are aware of the complaints procedure and the Ofsted contact details should they need them.

Children's independence and self-esteem are promoted very effectively. They are able to make their own choices from the child-centred environment with a good range of furniture and equipment which allows them to organise their play themselves or participate in adult-led activities. Resources are available to support their learning and development across all the areas of learning, and staff are available at all times to assist them if needed. Each child has good support and their individual needs are respected. They are developing a good awareness of equality and diversity in the positive environment where they learn about other cultures and to respect each other's differences. The displays of simple words in their first languages and careful use of English is helping them develop good communication skills.

The nursery has effective procedures in place to safeguard children, ensuring their welfare is of the highest priority. All staff have undergone suitability checks. Documentation shows good systems are in place to protect the children and have been updated to take account of recent changes. Staff have a good understanding of their role in child protection which is included as part of the induction process. Risk assessments are robust for all areas of the premises, outside space and outings, minimising risks to children. The on-going supervision and appraisal procedures ensure staff and manager highlight any concerns, recognise any special achievements and identify future training needs. They can therefore continue to support their future professional development to further enhance the care and education they provide.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY392495
Local authority	Kingston upon Hull
Inspection number	882649
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	68
Number of children on roll	68

Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	16/10/2009
Telephone number	01482620388

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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