

Busy Bees Day Nursery at Ashford

Unit 11, Eureka Place, Trinity Road, Ashford, Kent, TN25 4BY

Inspection date	09/10/2012
Previous inspection date	30/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 management team monitors the nursery setting very well and staff benefit from their commitment to providing a skilled workforce.
- Staff promote children's personal, social and emotional well-being effectively. Therefore children are making strong progress with their independence and social skills.
- Children are happy and settled in the nursery and staff are good role models. This helps children forge good relationships with their peers and other adults.
- Children benefit from the relaxed and harmonious environment and experience regular opportunities for outdoor play.

It is not yet outstanding because

- Staff do not always provide children with the resources or activities to expand their understanding of cultural, religious and community events.
- At times children wait passively for snack or meal times, rather than investigating or exploring their environment.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability and newsletters.
- The inspector gathered information from the management team and the staff.
- The inspector spent time talking to children and asking their views on the nursery.
- Parents' views and feedback were taken during the inspection.

Inspector

Clare Stone

Full Report

Information about the setting

Busy Bees Day Nursery at Ashford opened in 2009. It is situated in the Kennington area and operates from purpose-built premises on the Eureka Business Park, in Ashford, Kent. The building consists of one baby room and toddler room and a two-three room, a pre-school room, office, kitchens and a meeting area. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

There are currently 65 children on roll in the early years age group. The nursery is

registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery cares for children with special educational needs and/or disabilities, and children who speak English as an additional language. There is a manager and a team of 19 full time staff, two part-time staff, a bank of six cover staff and a cook, most of whom hold early years qualifications.

What the setting needs to do to improve further

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

- strengthen children's growing understanding of cultural, religious and community events, for example through extending the provision of books and resources which represent diverse backgrounds and which avoid negative stereotypes.
- improve the nursery's routines, with particular regard to mealtimes, to ensure children have uninterrupted time to play and explore.

Inspection judgements

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

Children are happy and settle quickly at nursery. There are beautiful displays of children's work that help them feel a sense of belonging. The staff have a good knowledge of the seven areas of learning and children benefit from interesting and challenging experiences. For example, they explore the natural world as they find woodlice in the garden. Staff help them understand how to be careful with living things. They extend children's learning, by encouraging them to research information about the woodlice on the computer and draw some pictures. Staff use open-ended questions to help children organise their thoughts and make sense of what they are doing. Consequently, children make good progress in aspects of their learning.

The staff have high expectations of the children based on detailed assessments. Experienced and qualified staff record children's starting points. They skilfully move children's learning and development on at a pace that suits each child. Planning includes children's individual needs and evaluated to see if they need to be simplified or extended. Parents receive daily feedback and can take home their child's learning journey to read and comment about how they feel their child is progressing.

Children have lovely areas to relax and look at books and there are writing implements available at all times. This helps children realise at an early age that marks have meanings

and they can use them during everyday play situations. Staff focus on all areas of learning but have attended extra training to support children's language and communication skills. They have looked at phonics and how to get children started on a basic level for their next stage of learning and transition to school. Babies are settled, and happily explore the visually stimulating environment. The key person system works well in supporting all children and they are valued as individuals.

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

Children and babies are building good relationships with adults and peers. They look to familiar adults for support and reassurance. This helps form secure attachments and promotes their well-being, and they feel safe. Children enjoy plenty of opportunities to be independent and think for themselves. For example; they get their own coats and visit the toilet whenever they wish. However, there are some occasions where children wait passively for snacks or meals, rather than being able to play and explore until food is ready.

Children behave well. They are very involved in their play, and staff provide play and learning opportunities that are fun and stimulating activities. Consequently, there is no time for unwanted behaviour. Staff are good role models and show children how to be respectful of each other. The children receive lots of praise and encouragement, which helps build their self-awareness and confidence.

The environment is bright and welcoming with photographs of the children playing with their friends and families. All the resources are in good condition and children can locate and identify their preferred activities. The baby room is bright and very relaxing and the staff have worked hard to provide a home-from-home experience for all the children who attend.

Although staff cover the seven areas of learning in detail there are some gaps in helping children understand the world through cultural, religious and community events. The nursery has a very well resourced outside play area. Children enjoy the freedom to play either inside or outdoors throughout the day. They benefit from playing in the fresh air and being able to run around and let off steam. Opportunities to exercise provide children with a strong basis to enjoy physical play and understand the importance of healthy lifestyles. Children can ride bicycles, dig for treasure and play in the water tub. There are so many fun things to do the majority of the time is spent outside.

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

All children are well protected through robust recruitment procedures and the staff's good knowledge of safeguarding procedures. All staff are aware of their role and responsibility in protecting the children in their care. They are able to describe possible signs that may indicate concerns about a child and are clear about the reporting procedures. The nursery

has daily risk assessments to enable children to play in safety. Children are encouraged to keep themselves safe by helping to tidy up after playing with toys and through relevant topics such as road safety.

The nursery is lead by a well-informed and organised manager. The manager and her staff are committed to ensuring all children are happy confident learners. She does this through monitoring the planning, assessment and continuous evaluation of practice. Self-evaluation clearly details the nursery's strengths and weaknesses. All staff contribute to this process to evaluate and drive improvement. The self-evaluation form is a working document and the team review it on a regular basis. Training is a priority in the nursery and staff are supported by management to keep up to date with their professional development. The nursery has addressed previous recommendations and in most cases extended them to improve children's nursery experience.

The nursery staff show a keen ambition to working in partnership with parents and carers and outside agencies. They take a lead role in good working relationships and there are well-established methods for communication. Parents are very happy with the nursery and say they would recommend it to others. The channels for communication are clear and accessible for all parents. Staff are happy to meet and work with outside agencies to provide the best possible care and meet children's individual needs.

The Childcare Register

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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	EY388128
Local authority	Kent
Inspection number	815895
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	65
Name of provider	Busy Bees Childcare Ltd
Date of previous inspection	30/07/2009
Telephone number	01233 663386

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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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