

Busy Bees at Ashton House

Ashton Park, Pedders Lane, Ashton-on-Ribble, Preston, PR2 1HL

Inspection date	13/11/2012
Previous inspection date	24/01/2008

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

- There is a stimulating, well-resourced environment to promote learning and challenge.
- Partnerships with parents are effective and make a good contribution to meeting all children's needs.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently.
- Children's individual care needs are met well by the staff who take great care in getting to know the children who attend.

It is not yet outstanding because

- The learning programme to support young children's independence in health and self-care is not yet fully developed.
- Opportunities for older children to develop their interests in mathematics are not yet fully embraced.

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 in the baby unit, the toddler room, the pre-school rooms and the outdoor areas.
- The inspector held meetings with the manager and talked to the members of staff during activities inside and outside.
- The inspector looked at a sample of children's learning journals, operational files consisting of policies, risk assessments, staff qualifications and suitability documentation.
- The inspector also took into account of the views of parents spoken to on the day of the inspection and from questionnaires.

Inspector

Wendy Fitton

Full Report

Information about the setting

Busy Bees at Ashton House was registered in 1994. The nursery is owned and managed as part of the Busy Bees nursery chain group, known as Busy Bees Limited. The premises are situated in Ashton Park in Preston, Lancashire. The nursery operates from a Grade II

listed building which is a large converted detached property on two levels. The nursery is accessible to all children and there are enclosed garden and woodland areas available for outdoor play.

The nursery opens Monday to Friday all year round. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 101 children attending in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of childcare staff. Of these, 10 staff have appropriate early years qualifications at level 3, five have early years qualifications at level 2 and one has Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the learning programme for mathematics in order to support children in their problem solving and number recognition
- consider ways to promote children's further independence in developing their self-care skills in the two-three year old area; by providing more opportunities for children to do things for themselves and make independent choices through routine activities.

Inspection judgements

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

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences to meet their individual needs. Staff have a good knowledge, skills and a clear understanding of how children learn. The planning of the learning environment is linked to the seven areas of learning. There is a sharp focus on helping children to acquire communication and language skills, supporting physical, personal, social and emotional development in order to improve their learning from their starting points. This ensures that children are prepared for school and their next stage of learning. Babies freely explore their environment and seek out their favourite toys. They develop their physical skills as they move the car backwards and forwards and spin the

wheels with one hand. Babies explore different media through their senses and investigate the texture of crayons and make marks on paper. Babies engage in tidying away their toys and develop their independence. They respond to the routines and rhythms of the day as they go and sit at the table for their lunch. Babies develop their health and self-care needs as they actively cooperate with hand-washing and putting aprons on. They can independently hold a cup with both hands and use appropriate cutlery to feed themselves. Babies develop their communication and language as they copy familiar expressions and say 'oh no' when the toys fall on the floor. They select familiar objects by name and go and find objects when asked. There are times, however, when staff do not fully utilise opportunities for two-year-old children, to develop their personal skills or become independent in their routine activities.

Children enjoy active play outside and develop their physical skills and knowledge of the world. For example, they run, climb and use the large equipment in the garden. They learn about the outdoor environment as they shuffle their feet through the leaves and investigate the bark on the tree trunks. They delight when finding the spiders and talk to each other about size, shapes and positions. Children respond to positive praise and encouragement from staff when they put their own coats and wellingtons on and become independent. They listen intently to the sound of the aeroplane flying over and engage in conversation with adults about holidays. Children develop their imagination as they use the available resources to create props to support their role-play. For example, they use play dough, pans and rolling pins to make a pancake. They begin to talk about safety in the home when talking about food being hot and putting pans in the oven. Children talk about significant events and describe special times when it's a birthday party. There is scope in the mathematics learning programme to extend preschool children's knowledge and understanding of numbers and problem solving.

Teaching is effective and assessment procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents at induction. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and learning journal. Staff have detailed knowledge of every child's needs and future needs. All children are at their expected level of development and in some areas are above their expected level. Staff are fully aware of how children learn and can plan to support their progress. Children are involved in all activities. Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning and progress with individual parents and learning records and daily diaries are accessible to them. Parents are encouraged to engage in home activity records to inform staff of any additional information to support children's learning and progress. They have access to organisational policies and procedures and know what to do in the event of a complaint. As a result, effective partnerships with parents support children's learning and progression.

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

The welcoming, child-centred environment is attractively decorated with children's art work, photographs and wall displays. This, together with the friendly and reassuring staff,

reinforces that children are valued, which in turn enhances their emotional well-being. Children settle well because staff are friendly and welcoming. They make sure they work closely with parents to find out about the children's routines so that they can meet children's welfare needs. The effective key person system and the warm interaction between staff and the children ensure that all children form positive and trusting relationships with the staff. They go to them for reassurance and a cuddle which provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. For example, children talk about having 'helping hands' and sharing and caring for others. Staff are good role models and help children understand right from wrong.

Children develop their self-care skills as they wash their hands before eating their meals. They learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals. Menus are planned according to children's individual dietary needs. Children have frequent opportunities to enjoy fresh air and exercise in the outdoor play areas. They can run freely and explore the environment. Children access a variety of physical play equipment which include slides, rocker toys, hoops and balls. Therefore children develop their physical skills and their health and well-being is supported. The indoor learning environment enables children to independently choose from a selection of resources that are easy for children to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children are well supported in their transitions within the nursery. This is due to the settling in visits with their key person as they move into a different room. All individual records and learning journeys are passed on to the next key person in order to meet and support children's individual welfare and development needs. Parents comment very positively about the care their children receive. They state that all staff are friendly, helpful and supportive and they value the time spent with them when children are settling in. They comment about how happy the children are and that they are developing well.

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

Children are provided with a broad range of activities and experiences to help them progress towards the early learning goals. Staff have a good knowledge of how children learn and plan activities according to their individual needs and interests. Staff assess the children from their starting points and can see where children's future learning needs are required. Assessment of children is accurate and they are rapidly progressing in their learning. The nursery manager is newly appointed and ensures all the organisational policies and procedures are robust and implemented effectively. She is fully aware of her responsibilities to meet the requirements of the Early Years Foundation Stage. The appropriate procedures for recruiting, vetting and checking staff ensure they are suitable and safe to work with children. Risks are well managed and all staff have a secure understanding of the safeguarding and welfare requirements. Children are supervised by staff who are deployed effectively. The manager promotes the children's safety by ensuring that there is always a minimum of two members of staff on duty in areas at all

times. Induction systems ensure that staff are clear about their roles and responsibilities. As a result, children's safety and well-being is fostered effectively. The arrangements for safeguarding children are robust. Any immediate action is taken to address concerns through child protection agencies and notification to Ofsted.

Children's needs are quickly identified through positive partnerships with parents. Parents speak highly of the nursery and express their satisfaction with the service provided. There are good links with local schools, speech and language therapists and the local Special Educational Needs Coordinator. This ensures that all children are fully supported if any gaps in their learning are identified and no child is disadvantaged. Thorough self-evaluation takes into account parents' comments and the manager clearly identifies her strengths. She is committed to developing practice, and ensuring continuous improvement with a clear vision communicated to staff and the organisation. Management are keen to provide the best quality care and learning for all children. They ensure that all staff have opportunities for further training and that any mandatory training is updated as required. Management monitor staff performance through observations of practice, the implementation of the policies and procedures and monitoring the learning programme. As a result, children's development, welfare and progress are enhanced.

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
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	309355
Local authority	Lancashire
Inspection number	889787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	239
Number of children on roll	101
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	24/01/2008
Telephone number	01772 726696

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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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