

Busy Bees Pre-School & Day Nursery; Bee Hive Out of School Club

14 - 18 Manor Lane, BOURNE, Lincolnshire, PE10 9PQ

Inspection date

Previous inspection date

22/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children make good progress in their learning and development, as staff create purposeful learning experiences for all children to engage in.
- A secure key person system means relationships with parents are strong and children feel safe, secure and confident within the nursery. Staff are kind, caring and interested in what children say and do.
- Management have high aspirations for the nursery. Accurate self-evaluation identifies clear areas for improvement and effective monitoring of staff both through regular meetings and room observations ensures staffs strengths are recognised and individual targets identified.

It is not yet outstanding because

- Tracking of children's progress towards the early learning goals in planning and assessment has not yet been embedded, to quickly identify gaps in children's learning.
- Children who have English as a second language are given limited opportunities to develop and use their home language in their play.

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 Busy Bees, Honey Bees and Baby Bees rooms.
- The inspector held a meeting with management and spoke to managers at appropriate times throughout the inspection.

The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Carly Mooney

Full Report

Information about the setting

Busy Bee Pre-school, Day Nursery; Bee Hive Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

It is situated in single story premises in Bourne, Lincolnshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. Two staff have Qualified Teacher Status, with one of these also having Early Years Professional Status. The nursery opens Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 124 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop monitoring and tracking systems for assessment, to ensure any gaps in children's learning are clearly identified
- increase opportunities for children whose home language is other than English to use that language in the setting.

Inspection judgements

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

Staff organise the nursery well and ensure children can easily access a broad range of toys and equipment, resulting in them being active and independent learners. For example, children within the Busy Bees room engage in spontaneous role play. They enjoy playing schools and mark children present in the 'register'. Children are well motivated and eager to learn; they join in activities with enthusiasm and enjoy their time in the setting.

Children make good progress in their learning and development due to staffs secure knowledge of how children learn and develop through play. In general, teaching techniques are strong with clear modelling from the managers who work closely with staff within each room. Planning is effective in providing a broad range of interesting daily activities based on children's interests and individual learning. New on-line systems for observations and assessment are currently being implemented by staff and show a good

account of children's time at the setting. However, tracking of children's progress when using these new systems is not yet embedded, to enable any gaps in children's learning to be quickly identified. Weekly diaries encourage parents to share children's learning from home and learning journeys of their progress are shared at the end of each term. Parents are involved in ongoing learning, as children take a library book home each week to share.

Children's communication, language and thinking skills are promoted well throughout the nursery. Staff speak directly to babies, repeating words for reinforcement and giving them time to respond. They coo and smile at familiar faces and enjoy the interaction. Staff engage older children in conversations during activities and skilfully question children to make them think. For example, 'can you find a blue one?' when threading with cotton reels. Staff play with babies at their level and offer cuddles and a lap to sit on so they are settled and relaxed. They enjoy listening to stories in this manner and freely access age-appropriate books. Children show interest in how things work and learn to problem solve from an early age. For example, older babies show good perseverance, as they work out how to connect the straps together on a baby seat. They enjoy the praise they receive from staff for their efforts.

Children attend the nursery who speak English as an additional language. They are well supported to help them settle but opportunities to develop and use their home language in their play is limited, which means they cannot always participate fully. Children with special educational needs attend the nursery and are well supported by experienced staff, who work closely with parents and outside agencies to help them learn and develop.

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

An effective key person system means that close relationships are established with all children and their families. This enables children to feel safe and secure within the nursery. Baby room staff strive to provide a 'home from home' environment by providing soft furnishings, such as a sofa, cushions and rugs. Babies' individual routines are adhered to, such as sleep and feed times, which meets their needs. Daily written and verbal information is exchanged with parents of babies so that changing needs are constantly met. Children of all ages demonstrate good levels of confidence and self-esteem. They move freely around their rooms and co-operate well with their peers. For example, children share resources in messy play and work together to build a train track. Children show familiarity with daily routines, such as snack and lunch times and feel a sense of belonging with their own named resources. For example, children have a drawer for their personal objects and book bags.

Transitions within the setting are effective, with updated information gathered from parents and settling in sessions spent in the next room. Staff have base rooms but spend some time in other rooms so children are familiar with all staff, which supports them as they move through the nursery. Good relationships are in place with several local schools. Reception teachers spend time in the nursery and children attend events, such as assemblies to support their transition to school life.

Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy meals and snacks and through regular indoor and outdoor physical play opportunities. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. Staff gently guide and support children's understanding of maintaining their own personal care, such as hand washing before eating. Clear procedures are in place for nappy changing, including wearing gloves and aprons to prevent the spread of infection. Parents who provide their children's food adhere to the nursery's healthy eating ethos, such as fresh fruit or vegetables at snack time. Older children are developing their independence and a sense of responsibility, as they tidy away resources and help themselves to cutlery at lunch time. Children's safety is promoted well and older children adhere to the nursery's rules, such as moving carefully around the furniture. All children take part in regular fire drills so they gain an awareness of keeping themselves safe.

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

The managers of the nursery are firmly dedicated to providing a high quality provision for all. Staff are involved in decision making and supported well in their professional development. As a result, staff are highly motivated to ensure all children receive the best possible start in life. All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. Management monitor staff performance formally through supervision meetings and informally through observation of practice. Clear self-evaluation enables priorities for improvement to be quickly identified and strategies implemented, such as enhancing resources in the outdoor areas. Parents are encouraged to share their views using a system called 'two stars and a wish'. This asks for two things they like about the setting and a 'wish' to develop or implement. Children's views on the nursery are gathered through activities, such as circle time or taking pictures of equipment and resources they like with a camera.

Recruitment procedures are secure and ensure staff are safe and suitable to work with children, as criminal record checks are carried out and references obtained. Clear induction procedures ensure staff are clear about their roles and responsibilities and the general running of the nursery. Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. For example, speech therapists who work closely with staff to meet individual children's needs. All staff have completed child protection training, with senior members at an advanced level. Children with individual health care plans are well supported by staff to ensure their medical needs are consistently met. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks.

Partnerships with parents is strong. Parents speak highly of the staff and the nursery and feel that staff are very approachable. They are supportive and interested in their children's pre-school life. For example, parents spend time in the nursery at events, such as a tea party for a popular children's charity and parent afternoons. Children attend other settings

so staff use a communication diary to share information and support well-being between the two. Overall, the nursery is organised well to create a warm and welcoming environment in which children feel safe, secure and happy.

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	EY446682
Local authority	Lincolnshire
Inspection number	887620
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	112
Number of children on roll	124
Name of provider	Catherine Taylor
Date of previous inspection	Not applicable
Telephone number	01778 424319

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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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