

# Busy Bees at James Paget

Lowestoft Road, Gorleston, Great Yarmouth, Norfolk, NR31 6LA

<b>Inspection date</b>	16/04/2013
Previous inspection date	26/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make very rapid progress in their learning and development because staff make a rigorous assessment of their starting points when children join the setting.
- Children of all ages are highly motivated and enthusiastic in everything they do because staff meticulously plan activities to promote their individual pace and style of learning.
- All children develop significant confidence and independence because their key person is highly supportive, offering encouragement and praise, so that children feel safe to try out new things.
- Children's learning and development is uninterrupted as they move smoothly through the nursery because this is handled gently and sensitively according to children's individual needs.
- Children thrive in this nursery because the staff are highly motivated and work with a common purpose to provide outstanding childcare and education.
- All children are fully embraced and included in the setting because staff take a proactive approach to meeting their diverse needs.
- The partnership with parents is outstanding and as a result, children thrive on the continuity in their care and learning.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities throughout the nursery and in the garden.
- The inspector spoke with the manager, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, a selection of policies and required documentation.
- The inspector spoke to parents during the inspection.

## Inspector

Andrea Snowden

## Full Report

### Information about the setting

Busy Bees at James Paget was registered in 2005 and is one in a chain of nurseries registered to Busy Bees Nurseries Limited. It is registered by Ofsted on the Early Years Register. The nursery is situated in purpose-built premises in the grounds of the James Paget Hospital in Gorleston, Norfolk. The nursery serves the local area and surrounding villages. It is open every week day, except for bank holidays, between the hours of 7am and 6.30pm. Children use their own playrooms and all have access to an enclosed garden.

There are currently 168 children on roll, all of whom are within the early years age group. The nursery provides funded early education for 61 three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 or above. There are four members of staff who hold an early years degree and one who holds a level 5 qualification. One member of staff holds Early Years Professional Status.

### What the setting needs to do to improve further

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

- give consideration to completing the action plan for the garden ahead of time to ensure children benefit from the exemplary and exciting plans as soon as possible.

### Inspection judgements

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

Each and every child attending this nursery makes outstanding progress in their learning and development because they are taught by staff who are enthusiastic, motivated and who know how young children learn. As a result, children are also motivated and animated, working and playing with a purpose and engaging in a wealth of worthwhile activities. Staff carry out insightful and detailed observations of children when they are playing. They fully consider the child's well-being and level of involvement at each activity and use this information to accurately plan children's next steps. Staff use excellent teaching methods to help children get the most from an activity. They ask thought-provoking questions, such as 'what could you do?' or 'what do you think?', and encourage children to be independent and steer their own learning through offering many choices. Staff have high expectations of children and support them skilfully in trying out new experiences.

Staff provide babies with numerous opportunities to explore sound and texture. For example, by helping babies to kick their legs in the silver paper and make it rustle they are able to explore effects through the senses in their body. Staff read stories to children using props and puppets to fully involve them and sustain their interest. As a result, their interest in books is enhanced from a young age and they are engrossed and listen for longer periods of time. Staff use story time as an opportunity to reinforce new language with children congratulating them on their efforts, and repeating the correct pronunciation. Staff support children who speak English as an additional language excellently. They make displays relevant to children's culture and background, invite parents into the setting to share traditional nursery rhymes from their culture and share resources with parents, such as books in children's home language. All children are making extremely successful progress in their communication and language skills.

Following a child's love of water play and a keen interest on why and how things happen, staff introduce an activity based on ice play. Children set animals in coloured water in the freezer and experiment with trying to melt the ice away. They explore language, such as 'frozen', 'hot', 'cold', 'warm' and describe the feeling and texture as 'soft' or 'rough'. Children learn to think critically, develop new language skills and an understanding of how things change. Pre-school children become fully engrossed in a measuring activity which promotes their mathematical skills exceptionally well. They recognise and write numbers on their clip boards, use mathematical terms, such as 'bigger' and 'smaller', and work out that they need a bigger ruler to measure some larger items. They learn to work together, taking turns and listening to what each other say.

Children flourish because there is a highly successful partnership with parents in this nursery. All parents speak very highly of the setting and have a real voice through the Parent Partnership Group. Parents explain that, through working directly with their key person, they have been able to actively contribute to their child's learning and development at home, for example, in the use of phonics. Resources are loaned to parents on a regular basis and staff make suggestions of what activities parents could engage in at home. As a result, children's development is significantly enhanced because they enjoy continuity in their learning. The rapid progress children make ensures they will be ready for future, more structured learning in school.

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

Throughout the nursery, very strong bonds and relationships have formed between the children and staff and in the baby room these bonds are exceptionally strong. Babies are cradled in staff's arms, close eye contact maintained when they are being fed and reassurance given through singing and kind, gentle voices. As children move through the nursery their confidence develops and they are able to leave their key person for short periods of time, returning when they need help. This gentle approach means that by the time children reach the pre-school room they are highly confident and independent individuals. Children have a real sense of belonging in the nursery. Special event calendars are used to celebrate with each family, embracing every family and ensuring everyone is fully included in nursery life.

Children behave very well and from the baby room the need to share is reinforced. Staff use highly positive methods to manage behaviour, talking to children about unacceptable actions and how they could have acted differently for a more positive outcome. They are encouraged to understand good behaviour and as a result, learn right from wrong. Their self-esteem is very high as staff constantly praise them for their efforts. There is an excellent buddy system for children in the pre-school room. Established children help new ones to settle, giving them a sense of responsibility, learning about relationships and developing kindness and thoughtfulness. Older children in the nursery learn to behave in a safe manner. The nominated 'safety spies' are tasked with highlighting any possible risks they see during the day helping children to be responsible for themselves and their friends and visits from the road safety team help promote an awareness of personal safety when out and about.

Children's health and well-being is given top priority. Wholesome, fresh and home-cooked meals are offered three times a day. Children eat heartily and try a wide variety of foods. Their taste buds are well developed and staff use meal times to talk about healthy options. Children have made menus by painting pictures of vegetables and this is used as a talking point. The vegetable garden has been planted and the resulting produce will be cooked in the kitchen so that children understand how food is produced and where it comes from.

As children move through the nursery and onto school, the transition is seamless and highly effective. Staff give careful consideration to the moving of children and ensure this is very carefully handled and adapted to children's individual needs. Children's social skills are well developed as they mix with different people, for example, when visiting the hairdressing salon in the hospital or sharing book week with the high school children. As children get ready to move on to school, the staff adopt a 'school timetable' to help children practise events, such as registration time, show and tell time and physical education sessions. As a result, children's personal, social and emotional development is strongly established and children are ready to move on to their more formal and structured learning in school.

The nursery environment is warm and welcoming and the indoor space is exceptional. Toys are presented attractively, children's artwork is beautifully displayed, valuing their hard work; this results in each room being vibrant and stimulating. Staff work very hard to recreate the indoor environment outside and there are exciting plans in place to further enhance the area, giving children more inspiring opportunities in the garden.

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

The management team is highly driven in its pursuit of outstanding childcare and education. Managers have very high expectations of their staff, who are all extremely confident and self-assured in what they do. All staff are given responsibility and ownership of their own rooms and as a result, there is a sense of pride and achievement in what they do. Monitoring and evaluation in the nursery is comprehensive, and through using a number of strategies, excellence is assured. Careful tracking of children's progress

highlights any areas where improvements are needed in the provision, and swift and decisive action is taken to rectify this. For example, through monitoring, staff found that in a particular room, mathematical learning for girls was weak. Immediately staff improved this by creating a mathematics corner with associated games and puzzles, included children in setting the table for lunch where they could practise counting skills and adding to existing resources to help children learn about shapes and patterns. As a result, all children's learning and development in this area has been successfully enhanced.

Staff have effective working relationships with other providers delivering the Early Years Foundation Stage to their children. Regular communication and sharing of information assures continuity. Working with other professional health care agencies, coupled with the staff's proactive approach, means that children with special educational needs and/or disabilities are well provided for and they make progress alongside their peers, reaching their full potential.

Children's welfare and safety are assured at all times. There are robust procedures in place and consistently high standards of cleanliness and order throughout the nursery. Staff are highly vigilant about children's safety and work closely as a team to ensure children are well supervised and supported in what they choose to do. Staff are crystal clear about the procedures to be followed if they have concerns about children's welfare and as a result, children are safeguarded from abuse or potential danger.

Children succeed in this nursery. This is because everyone involved in the setting is dedicated in their work; they value others' contributions, for example, comments from parents and from the children's pre-school council are used to continually develop and improve the setting. There is a true sense of teamwork to ensure an outstanding experience for children.

## 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 action. 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

<b>Unique reference number</b>	EY304521
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	908405
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	71
<b>Number of children on roll</b>	168
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	26/08/2009
<b>Telephone number</b>	01493 661583

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

