

# Busy Bees at Brooke Street

Brooke Street, Chorley, Lancashire, PR7 3BS

<b>Inspection date</b>	25/04/2013
Previous inspection date	24/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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 are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff who have very high expectations of themselves and children.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.
- Children have access to an extremely stimulating environment, both indoors and out, which effectively challenges them and promotes their learning.
- Partnerships with parents, external agencies and other providers are very effective and contribute to ensuring children's needs are quickly identified and met effectively.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.

## **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.

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 children's activities in the baby areas, the toddler areas, the pre-school areas and outside.
- The inspector looked at a sample of children's learning records, a selection of policies, risk assessments, staff qualifications and suitability records.
- The inspector held meetings with the managers and key persons, and talked to the members of staff during activities.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## **Inspector**

Wendy Fitton

## Full Report

### Information about the setting

Busy Bees Nursery at Brooke Street is registered with a group of nurseries belonging to the Busy Bees chain. The nursery registered in 2000 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from purpose-built premises over three floors. There are outdoor play areas. The premises are situated in the Chorley area of Lancashire.

There are currently 187 children on roll, most of whom are within the early years age group. The nursery also cares for older children before and after school and during school holidays. It provides funded early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery opens Monday to Friday all year round excluding bank holidays. Opening hours are from 7.30am to 6pm. There are 44 members of staff employed to work directly with the children. Of these, 40 hold an early years qualification at level 3 and above. The nursery employs a cook, cleaners and support staff. The nursery is supported by an early years teacher and 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:

- consider even more creative opportunities for children within the outdoor area, to enhance the already first class practice, by supporting their own ideas to involve them outdoors doing things in different ways and on different scales.

## Inspection judgements

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

Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well motivated to learn in this extremely high quality setting. Staff provide an exciting, stimulating and extremely well-organised environment, both indoors and outdoors. This ensures that all children make rapid progress towards the early learning goals. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are exceptionally well prepared for school and their next stage of learning. Staff support

children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. They rapidly develop and progress towards the early learning goals.

Staff enable children to explore and help them recognise and understand taking turns and sharing. They follow young babies' lead as they move around their environment and explore resources and people. Staff encourage children to talk about what they are learning and offer help with activities when asked. Staff encourage children to make choices about what they want to play with and which area they wish to go in. As a result of this practice children develop their self-confidence and awareness, make relationships and develop their personal, social and emotional skills. Children develop their communication and language skills as they show interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. Children respond to instructions and can tidy away their toys competently. They ask open questions and begin to understand 'why?' and 'how?' questions to develop their understanding. Staff support children in speaking and model building sentences and repeat what children say. Staff repeat words back to babies so they hear the name of an object. Staff are highly skilled to follow children's interests and follow their lead.

Older children develop their speaking skills and can express themselves effectively. They can talk about the past, present and future events and build up their vocabulary to reflect the breadth of their experiences. Staff really value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Babies engage in varied physical experiences as they bounce, roll, squeeze and throw. Staff support and encourage them to stand and walk using furniture and toys in their base room. Older children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, with pencils, paint brushes, scissors and construction toys. As a result, they develop their physical skills. Further ideas to involve children outside using indoor equipment in different ways and on different scales are not yet fully embedded. Children develop their knowledge of technology and understand that information can be retrieved from computers. For example, they competently use the interactive board to use the paint box, follow their favourite story and make their own creative drawings with pens and their fingers. Staff provide an excellent range of resources and there is a sharp focus throughout the nursery to promote mathematics. Older children can count reliably from one up to 20. They use the language of 'more' and 'fewer' to compare two sets of objects. They calculate which is heaviest when weighing the plastic cubes and sort, sequence and group different shapes and colours.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan the learning programme; utilising the information gathered from parents on entry to the setting. 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 a record of

learning that is first class. Staff have a wealth of knowledge of every child's needs and future needs. All children are working extremely well, within the typical range of development expected for their age and their starting points. All children are making very rapid progress towards the early learning goals. Staff are highly skilled and have an excellent understanding of how children learn. They are exceptional in supporting children's progress. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents chat on a daily basis either before or after a session. They contribute to learning diaries that are sent home on a daily basis as a communication tool. Parents contribute to their child's learning through the 'learning journeys' communication books, and staff plan activities based on information from parents. As a result, excellent relationships are actively contributing to children's learning and progression.

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

The key person system is highly effective and well embedded which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Children select resources independently and learn to plan and initiate their own learning as they explore the high-quality resources and activities provided. As a result, children learn the dispositions, attitudes and skills they need for future learning. Children are well settled in the nursery because staff have an excellent understanding of their needs, through 'All about me' information provided by parents on entry to the setting. Children confidently seek reassurance and support from staff if they need help or comfort.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Staff encourage the children to take appropriate risks in a well-organised and supervised environment. Children display high levels of confidence with day-to-day routines and understand the procedures in place to ensure they are kept safe. For example, they talk with the fire officer and meet with community people to talk about road safety, safety in the home and when playing outside.

Children learn to behave appropriately and staff are enthusiastic role models who help and support children to understand what acceptable behaviour is. Children are actively encouraged to take part in small and large group activities to help build relationships between one another and to encourage friendships. They respect each other and also become sensitive to diverse needs. They learn to respect and care for one another, taking into consideration their thoughts, ideas, feelings, likes and dislikes. Children, who may be a little quiet and choose to play alone, are encouraged to play with another child. A buddy system works well for those children who are just settling or may have English as an additional language. This practice supports children in managing their own feelings and behaviour towards others. Staff consistently praise and encourage good behaviour and recognise children's achievements by displaying their own work and photographs around the playrooms. This supports children to feel really good about themselves and feel welcome and secure. Children's interest is ignited through the inspirational activities and experiences that are planned to cover the prime areas of learning to support children's

physical, personal, social and emotional development with a sharp focus on communication and language skills.

Children demonstrate through routines that they have an excellent understanding of the importance of regular exercise, a healthy diet and attending to their own personal needs. Physical exercise is positively promoted on a daily basis and includes music and movement, climbing and balancing. The nursery has implemented a healthy well-balanced and nutritious menu. Older children make healthy choices about what they eat and drink and are encouraged to serve themselves at meal times. All children are encouraged to help themselves to drinking water in all areas. The nursery cook and all staff have excellent knowledge and understanding of how to meet individual dietary needs.

Quality teaching highly motivates the children. They are making very rapid progress to acquire the skills and capacity to be well prepared for their next stages in learning and their transition to the next age group or to school. There is a comprehensive focus on the prime areas of learning and a very sharp focus on self-help skills and independence through choices. Parents are extremely happy and comment very positively about the care their children receive. They talk about the key features they recommend to other parents. For example, children are happy and settled, that staff are fantastic and that resources and activities are really good. Parents are fully aware of how their children are learning and progressing. They are kept up to date with all information through the communication diary, the learning records and the wealth of information displayed around the noticeboards. As a result of exceptional relationships, children's needs are given the utmost priority and children experience smooth transitions in their learning.

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

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families thus making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice through the quality award programme, room assessments and parent surveys. This is achieved through high quality systems for professional supervisions, peer observations, staff's self-appraisals and discussions during meetings with the managers and the early years teacher. The system of evaluation of staff performance through peer observation is robust and fully encourages staff's continued professional development in order to learn through honest and critical reflection.

All staff prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned

about any issues within their base rooms. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. A number of staff have undertaken safeguarding training externally and all staff follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have an accurate understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with local schools. Teachers visit their prospective children to get to know them. The nursery work closely with the local early years team who provide training and support. Other professional agencies are involved with the nursery. Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any identified needs and therefore no child is disadvantaged.

### **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 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>	310276
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	910013
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	199
<b>Number of children on roll</b>	187
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	24/01/2011
<b>Telephone number</b>	01257 265 500

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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, 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.

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