

Busy Bees Day Nursery@St Andrew's Ridge

Highdown Way, St Andrews Ridge, Swindon, Wilts, SN25 4YD

Inspection date	15/04/2013
Previous inspection date	13/08/2009

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

- Children are progressing very well in all areas of learning and development relative to their starting points.
- Children are well motivated, eager to learn and engage in a wide range of interesting, stimulating activities.
- The Safeguarding requirements are met effectively; as a result, children's welfare is met well.
- Successful partnerships with parents, carers and other professionals mean that all adults contribute effectively to children's learning.
- Staff are highly motivated, enthusiastic and regularly contribute to the evaluation of the setting, which means that there is a clear and determined drive to improve by all staff and leaders.

It is not yet outstanding because

- Although books are available for all children, they are stored on top of each other, which means children are not able to easily look through them to select a book of their choice.

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 activities in all rooms and garden areas.
- The inspector had discussions with the parents, the staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies, and risk assessments.
- The inspector had a discussion with the assistant manager.

Inspector

Hilary Tierney

Full Report

Information about the setting

Busy Bees Day nursery at St Andrew's Ridge, Swindon opened in 2000. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from purpose built premises to the north of the town. The nursery undertook an extensive refurbishment in 2011, which created three base rooms for children of differing ages. Each base room has access to an enclosed garden area for outside play. Children attend from a wide area. The nursery currently has 139 children on roll, all in the early years age group. The setting receives free early education funding for children aged three and four years. The setting offers support to children who have special educational needs and/or disabilities. The setting is able to offer support to those children who speak English as an additional language. The nursery opens five days a week all year round. Sessions are from 7.30am to 6pm. The nursery employs 32 childcare and support staff. Of these, 20 hold appropriate early years qualifications. The assistant manager has achieved a degree in Early Years. The setting receives teacher support from the Sure Start Partnership.

What the setting needs to do to improve further

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

- consider the improvement of how books are displayed, so children are able to see and select them easily

Inspection judgements

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

Children are happy, confident, and comfortable in their surroundings. They are eager to learn and investigate their surroundings. Staff support children well in their communication and language skills. They speak clearly to children all the time and provide an environment that is rich with both written and spoken words. For example, all boxes of resources are labelled, words are all at child level and easy to read. This helps children to learn that words carry meaning. Older children take part in taking a book home to look at with their parents. This helps to include parents in their child's learning. Children do have access to books in each room. However, books tend to be displayed on top of each other and it is not always easy for children to see the range of books available or to select from the bottom of the pile. Staff constantly speak to babies about what they are playing with and what noises the resources are making. Staff repeat the sounds babies make as they babble and make noises. This helps the younger children to develop early communication and language skills.

Staff are enthusiastic and motivated and this reflects on the care given to children. Children respond to the staff well. Children are sociable and interact with each other well. They enjoy developing their imagination through role play. For example, in a special area in the garden children pretend to be on a building site,. Children enjoy putting bricks and blocks in the carrier on their bikes and riding around the garden to take the bricks for building. Staff encourage children to say 'please' and 'thank you' as they interact with each other. Children are proud to show their work and can easily access their learning journals. They enjoy looking and talking about the photographs of themselves and their families. Younger children enjoy being outside playing football, digging in the sand and exploring the world around them. Staff help the younger children as they bath their dolls and get them dressed again. Staff ask children open questions to help them think for themselves and solve problems, such as what to put on the dolls' feet. Children enjoy free painting and sit and talk with the staff about who they are painting and what colours they are using. Younger children enjoy group times with their key person when staff help children to recognise numbers, shapes and colours.

Staff actively promote and support equal opportunities and diversity. Children's individual needs are met very well and all children are included in activities as they play. Children's dual heritage is celebrated, with posters around the rooms that show flags and languages of different countries such as French, Portuguese, and Chinese. Some children who have families from Ireland and Scotland are also included, with flags from their countries displayed. Children's progress in all areas of learning is helping them develop their skills, attitudes and dispositions they need to be ready for school or their next stages in their learning.

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

Children are forming attachments with their key person. Their individual needs are met very well and they demonstrate they are confident and comfortable in the setting. Babies' home routines are followed, which means that children sleep and eat according to their individual needs. Staff are calm, caring and offer plenty of reassurance to the younger children when required. Staff consistently give high priority to keeping children safe, they supervise children well at all times both inside and outside. Sleeping children are checked regularly.

The highly stimulating, well resourced environment both inside and outside means that children's all round development and emotional well being is well supported. Children are well behaved, interested and motivated. Staff offer regular praise and encouragement for all children as they achieve. This helps children build their self-esteem and confidence as they interact together. Resources are easily accessible and children are given choices regularly during the day. For example, after lunch staff ask older children if they would like to play outside again. The children choose to go outside and a member of staff stands near the coats pretending it is a coat shop. She asks children which coat they would like, children choose their own coat. The member of staff calls the children 'sir' as she helps them do up zips and buttons. The children then say thank you as they go outside to play.

Children are learning about healthy lifestyles. They have a good understanding about why they need to wash their hands and take great delight in showing everyone when they come inside to wash their hands when they are muddy. Children understand about when touching animals they must wash their hands. For example, after children hold the chicks, they know they must wash their hands. Children enjoy meals and snack times. Older children take responsibility for helping to lay the tables, putting numbers on each table, these are not in order, so children start to learn to recognise numbers out of order. When the member of staff serves the lunch, she calls the table number so children can go and get their lunch. This helps children to develop their independence.

Children can explore and investigate inside and outside, as the doors in each base room are open throughout the session. This means children are able to wander freely between inside and outside areas. Children are able to develop their physical skills such as balancing, climbing, riding bikes. Water and sand play are available for children to explore.

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

Staff have a clear understanding about their responsibilities in meeting the safeguarding and welfare requirements. As a result, staff are clear about the procedures to follow if they have any concerns about children in their care. Staff clearly understand and consistently implement the policies and procedures. Secure recruitment and induction procedures mean that all recruited staff have an enhanced disclosure issued by the Criminal Records Bureau. Regular supervision, monitoring and training of staff help staff with their professional development, knowledge and practice. Safety is a high priority in the setting. Staff ensure children are able to take calculated risks and develop an understanding about how to keep themselves safe. For example, staff remind children to walk inside in case they fall over and hurt themselves. Staff understand their responsibilities in meeting the learning and development requirements. They have a good overview of the curriculum and carry out detailed effective planning and observations on all children in their care. This means that they provide children with challenging, interesting, exciting activities that hold their attention effectively. The key person knows their key children well and has an accurate understanding of children's skills, abilities and progress.

Well-established partnerships with parents are in place. Detailed information is regularly shared with them. Daily diaries, newsletters, regular parent partnership meetings are held, verbal discussion with their child's key person and parents' evenings are all used to keep parents' informed. Detailed notice boards around the rooms and entrance halls are used to share current information, events taking place and updates on how children are observed. Parents comment on how settled their children are, and how happy they are with the care provided. Parents speak highly about the staff and all know their child's key person. Partnerships with other professionals and early years settings that children attend are developing well. This means that all adults are able to make strong contributions to meeting children individual needs.

Both staff and management have contributed to the evaluation of the setting. This has been highly effective and takes into account children's views through a pre-school committee and parents' views. The setting has made substantial progress since the last inspection. As a result, staff demonstrate a strong drive for improvement. Through the evaluation process, strengths and weaknesses are identified effectively and action taken has been well targeted to benefit the children in their care.

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

Unique reference number	109121
Local authority	Swindon
Inspection number	908599
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	106
Number of children on roll	139
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	13/08/2009
Telephone number	01793 726919

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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.

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