

# Busy Bee Day Nursery at Nottingham Daybrook

Sir John Robinson Way, Arnold, NOTTINGHAM, NG5 6BN

<b>Inspection date</b>	17/06/2013
Previous inspection date	24/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision is satisfactory

- The newly appointed manager has begun to implement a programme of improvement in her strive to improve the provision for children.
- Play areas are equipped with high quality, age-appropriate resources which are generally well used to create a stimulating environment for children to explore.
- The key person system is effective in supporting children to build trusting relationships with adults and they feel safe and secure.

### It is not yet good because

- The required 'progress check at age two' does not fully meet requirements regarding content and being shared with parents.
- Children's progress is not tracked to ensure achievements are monitored. Some staff do not use assessments well enough to identify and plan for children's progress.
- Some staff's understanding of how to support children learning English as an additional language is not as sufficient as others, which means these children do not progress as well as they could.
- Daily routines and experiences, such as lunchtimes and outdoor times are not maximised to provide positive and challenging learning opportunities.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed children's activities in all the indoor play areas and the outdoor area and undertook a joint observation with the nursery manager.
- The inspector spoke with the managers, staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's action plans and a selection of policies.

## Inspector

Janice Walker

## **Full Report**

### **Information about the setting**

Busy Bees Day Nursery at Nottingham Daybrook registered in 2000 and is on the Early Years Register and on the compulsory part of the Childcare Register. It is one of a chain of nurseries owned by Busy Bees Nurseries Limited. The nursery is based in purpose-built accommodation on two levels. Children are cared for in four rooms according to their age and level of ability. Babies and pre-school children are cared for in rooms on the ground floor. Those in the pre-toddler room and the toddler room are based in rooms on the first floor. All children share access to an outdoor play area.

The nursery employs 39 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3, and seven at level 2. This includes one with Qualified Teacher Status.

The nursery is open Monday to Friday from 8am until 6pm, throughout the year, closing only for main bank holidays. The nursery will open from 7am by prior arrangement. Children attend for a variety of sessions. There are currently 154 children attending who are in the early years age group. The nursery provides funded early education for 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.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that information gained through observation is used to track children's progress in order to ensure that any emerging concerns are swiftly identified and that information gained is consistently used to identify and plan for children's progress
- provide parents of children aged two years with the written summary of their child's progress, as part of the required 'progress check at age two' and ensure it describes strategies to address possible concerns
- ensure that all children who speak English as an additional language have regular opportunities to develop and use their home language and sufficient opportunities to learn and reach a good standard of English.

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

- improve the arrangements for outdoor play to better promote children's good health, support their understanding of the importance and value of fresh air and increase outdoor learning experiences
- review the organisation of lunchtime in the pre-school room, to provide positive and challenging learning experiences, for example, through opportunities to further enhance children's communication skills and their skills in using cutlery.

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

Most staff have a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They create an environment which provides children with a broad range of resources that cover all areas of learning and which generally take account of children's individual interests. Staff observe children at play and key persons generally use this information to identify children's next steps in learning. However, sometimes, this information is not available. This results in staff who are working with the children lacking sufficient information about individuals to effectively support their progress. Staff working with the youngest children are more confident and diligent in undertaking assessments and all staff working with these children demonstrate a good awareness of children's individual needs. Current systems for monitoring children's progress are not routinely embedded in practice. This means that children's level of achievements are not monitored closely enough to ensure

that any emerging concerns are swiftly identified.

Some staff demonstrate a secure understanding of how children learn. They provide high levels of support and interaction which encourage children to be curious and to build their vocabulary. For example, staff in the baby room show enthusiasm and enjoyment as they demonstrate playing with cornflour. As a result, children eagerly and confidently join in, showing great signs of excitement and then laughing with delight during ongoing interaction with staff. Staff repeat what children say and introduce new words to build upon their existing vocabulary. Effective use of intonation as they use words such as 'splish, splash, drip' captures children's interest and encourages their efforts to communicate. Pre-school children benefit from interactive story sessions. Staff encourage them to join in by seeking their suggestions and pausing for them to join in with familiar phrases. As a result, children develop good concentration and communication skills. These skills are essential for children in preparation for their future move to school.

Some less experienced staff in the pre-school and toddler rooms, however, are less confident in supporting children's learning. Sometimes, in the toddler room, children are not engaged because staff do not interact with them effectively to engage them in purposeful play. This also relates to supporting children who speak English as an additional language. Opportunities for these children to use their home language in their play and learning are not routinely provided in order to support them in continuing to develop this. Additionally, not all staff are confident in supporting children to increase their skills in learning English, and focus too much on exclamations rather than modelling how to build sentences. Staff work well with other professionals to ensure that information is shared relating to children with identified special educational needs and/or disabilities. Consequently, these children are progressing well, given their starting points.

Staff develop positive relationships with parents. Key persons gather useful information from parents about children when they begin attending. This helps them to establish children's starting points and to ensure that there are activities which children will enjoy. Useful information is provided for parents about general learning experiences, such as the benefits of block play. Also, some staff routinely share information with parents regarding children's next steps in learning. This means that parents are able to effectively guide their children's development at home. Staff are fully aware of the requirements regarding the 'progress check at age two'. This process is in the early stages of implementation and does not yet fully meet requirements. It has been completed for some children. However, parents have not yet received the short written summary of their child's development in the prime areas. Because information has not yet been shared with parents, this also means that strategies have not been introduced to address identified concerns.

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

The effective key person system helps to promote children's well-being. Children settle sufficiently well because staff seek information about routines and preferences so that they can ensure that there is continuity of care. This also helps children to form secure attachments with their key person. Movement through the different nursery group rooms are supported appropriately. Key persons pass on information to those taking over the role

and children have opportunities to visit their new room in increasing lengths of time until they feel secure. Most children demonstrate their sense of security as they seek comfort from staff when they feel upset or tired. Babies enjoy close cuddles when having their bottles and smile and vocalise with pleasure during ongoing interactions. Children generally behave well and positive behaviour is encouraged through praise. Group times, such as meal times, teach children to take turns and staff talk to children about sharing, when the need arises. The nursery environment is well organised. Play areas contain high quality, age-appropriate resources which children can freely, and independently access. Children show good levels of independence as they move around and staff appropriately encourage the older children to manage their own personal needs, such as toileting.

Sometimes, staff do not make best use of daily routines to enhance learning experiences. For example, during the lunch session in the pre-school room there are many missed opportunities to encourage children's communication skills and to support them to use their cutlery correctly. Lunchtimes do though help to promote children's good health. Meals are balanced and nutritious and the cook is encouraged to extend her skills through entering local competitions. Staff are vigilant in adhering to hygiene routines and good standards of cleanliness are maintained. This helps to minimise the risk of spreading infection. However, staff do not routinely ensure that children spend regular times outdoors to fully promote their well-being. The outdoor environment is very well resourced. There is exciting equipment to encourage children to explore and investigate but the area is only used for short spells at a time, which means learning opportunities are not maximised. Children are learning sound practices to help them to keep themselves safe. For example, they regularly practise the emergency evacuation procedures and older children can explain what these are and the reasons why they need to leave the building swiftly.

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

Children's safety is effectively promoted because staff implement the nursery policies and procedures sufficiently well. They are aware of ratios and ensure that managers are immediately informed if more staff are required within particular rooms. Robust vetting procedures are in place to ensure that new staff are suitable to work with children. There are also clear systems in place to check the ongoing suitability of existing staff. The premises are secure and most staff are suitably attentive in their supervision of the children. All staff undertake safeguarding training as part of their induction and information is regularly refreshed at staff meetings and in-house training events. They demonstrate a clear understanding of their responsibilities in this area. Staff seek relevant information from parents relating to children's personal needs, which ensures that their welfare is suitably promoted. Staff are fully aware of the requirement to maintain records of all accidents that occur and these are monitored effectively by the manager.

Systems for monitoring children's progress are not yet clearly established. The manager is aware of this and is in the process of introducing a nursery tracker which will help to ensure that each child's progress is monitored to ensure that it is in line with expectations. There are effective partnerships with other agencies which helps to ensure that relevant

information about children is shared in order that they receive appropriate support. Links are being made with local schools in order to ensure that the move for children when they leave the nursery, is smooth. Nursery staff establish positive relationships with parents. Parents are happy with the level of care provided and value the welcoming environment and friendly staff team.

The newly appointed manager demonstrates a good commitment to raising the achievements of the children who attend. Priority is given to identifying staff training needs and providing clear guidance to staff regarding their responsibilities. She demonstrates a good awareness of staff's individual skills and abilities and where individuals would benefit from additional support and training. The management team are in the process of compiling a personal training plan for each member of staff which will enhance their skills and knowledge over time, and consequently, improve the quality of teaching and learning in the provision. Clear programmes of support are in place for staff where this is identified as needed. Managers demonstrate a good understanding of the nursery's strengths and areas where there is scope to improve. A clear action plan, with well-identified priorities for improvement is in place and is continually reviewed. This is now beginning to support the ongoing improvement of the setting, and consequently, the care and learning experiences for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	253182
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	899111
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	120
<b>Number of children on roll</b>	154
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	24/05/2011
<b>Telephone number</b>	0115 9264111

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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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