

# Busy Bees at Brooke Street

Brooke Street, Chorley, Lancashire, PR7 3BS

<b>Inspection date</b>	12/08/2013
Previous inspection date	25/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	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's learning is promoted excellently by an enthusiastic and highly motivated staff team, who understand the importance of working with children's interests. They consistently provide an exemplary variety of stimulating and challenging activities that promote children's learning through play.
- Staff develop excellent relationships with all children and parents alike. Children form exceptionally good relationships with adults and each other and learn to play in harmony together. This enhances children's all round development extremely well.
- Children with special educational needs and/or disabilities receive excellent consideration and their needs are met superbly by staff. This enables them to make very good progress from their initial starting points.
- Safeguarding all children is given the highest priority.
- Monitoring in all areas to support highly effective practice and inform improvement is rigorous, leading to exceptional performance in the continuous pursuit of excellence.

## 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 the three main play areas and the outside learning environment.
- The inspector held meetings with the management team and staff of the nursery, including some key persons.  
The inspector looked at the nursery's self-evaluation and at a representative range of documentation. This included children's learning records, staff development records and some daily records.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager of the nursery in the playroom.

## Inspector

Michelle Britch

## Full Report

### Information about the setting

Busy Bees Nursery at Brooke Street is part of 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 275 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 46 members of staff employed to work directly with the children. Of these, 41 hold an early years qualification at level 2 and above. The nursery employs a cook, cleaners and support staff. The nursery is supported by a childcare advisor 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:

- provide even more opportunities to further strengthen children's understanding of the importance of care practices, including hygiene, physical exercise and a healthy diet.

## Inspection judgements

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

Practitioners have a thorough knowledge and understanding of the Statutory framework for the Early Years Foundation Stage and as a result, all children are making excellent progress towards the early learning goals. Comprehensive information provided by parents effectively supports children's early learning and helps them make superb progress right from the start. This information is used alongside staffs' own observations of each child to plan effectively for their individual learning needs. The quality of teaching is exemplary, based on practitioners having high expectations of themselves and the children. Staff have an excellent knowledge of how the children learn and plan rich and varied activities linked to children's evolving interests that help them acquire excellent communication and language skills and fully support their personal, social and emotional development. As a

result, children form a secure basis for learning and develop confidence and independence. Staff know children extremely well. The observations and collection of children's work records their progress. Staff have excellent systems to assess children's development, including termly development summaries and the required progress check for two-year-old children. These systems fully involve parents, so that a comprehensive picture of the child's individual progress is developed. This means parents and staff can work together to promote the children's ongoing learning and address any issues or concerns that arise at an early stage. Children with special educational needs and/or disabilities receive particularly nurturing and supportive care and learning. Staff sensitively tune into their pre-verbal tones and respond well with animated facial expressions, as well as repeating and modelling words, so that children understand. This enables these children to make excellent progress from their initial starting points. Practitioners work closely with parents and other professionals involved with the children to ensure their individual targets are addressed.

Children enthusiastically enter the nursery eager to become involved in activities, actively seeking staff and settling down to play. Staff are extremely nurturing of the younger children and care for them in an excellent way. This helps children to feel safe, self-assured and flourish in the nursery. Children are involved in a rich, extensive range of activities that motivate them to learn across the seven areas of learning. Babies delight in the close attention staff give them as they look at black and white treasure baskets and sing songs together. Babies enthusiastically join in, using actions and shrieks of delight. Toddlers explore a range of sensory materials, such as wet sand. Staff encourage them to handle it for themselves. The young children look at the staff with glee as the mixture falls apart in their fingers. Staff join in their excitement asking 'is it wet?' These types of activities are excellent ways to help young children to develop a very strong sense of curiosity and develop their small physical skills effectively in preparation for future learning. Staff plan further activities to enrich children's learning involving role play, where they act out experiences they have seen as part of their daily lives. For instance, they carefully pour water into a bowl for the cuddly dog. This imaginary play helps them work through their emotions and repeat events that they have seen to understand and make sense of the world in which they live. Furthermore, the setting celebrates annual festivals, which are influenced by the families that attend the nursery and hold international dance days when children can dress in different religious attire and learn different cultural dances. This actively helps children learn about their society and the wider world. Children are offered delightful learning opportunities in the outdoor area. They spend time in the garden where children test their developing physical skills, for example, making up obstacle courses to climb up and down the ramp while kicking the football. This is an excellent way for children to develop their balance, coordination and confidence in movements. Older children are involved in thought provoking key person group activities, planned to meet their specific interests. They explore the history of a Victoria sponge through an imaginative and interactive puppet show involving their own imaginary ideas and contributions. Staff introduce feelings and emotions as well as use photographs of places, which encourage children to recall experiences shared with parents. Children have abundant opportunities to draw and write throughout the day. They freely use a range of paper, pens and crayons from the art unit. Children draw pictures and attempt to write their names. In the garden, children use chalks to write on the pathway and explore marks made with water on the ground. Staff very ably support children's early literacy

skills as they sound out and model how to form letters. The wonderful learning opportunities offered to children throughout the nursery promote their rapid development and help prepare them superbly well for the next steps in their learning.

The nursery's commitment to engaging with parents successfully enhances the link between the nursery and children's home environments. Parents are welcome to involve themselves in activities that take place, especially during open days and most recently the new parent committee. Parents' evenings take place and key people share children's learning with them. Parents are encouraged to share their observations about their child's learning and achievements at home, which are added to their child's learning journals. A wide range of information is displayed on the notice board and in the entrance area of the nursery and this is regularly updated to help keep parents up to date with events and topics of interest. Newsletters inform parents about the nursery's wide range of forthcoming events and helps involve them in the life of the setting. Parents say how much their children are learning in nursery and that they are very well informed about what their children are doing.

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

There is a very happy and relaxed atmosphere within the nursery. Children's emotional well-being is extremely well supported due to their individual needs being met and their feelings respected. Key staff gather high quality information from parents when their children first start attending to ensure they are fully aware of children's care needs, interests, likes and dislikes. Staff are patient, warm and approachable and these factors ease the transition between home and nursery. Children in the nursery demonstrate that they feel safe as they are settled and confident in their surroundings. They show excellent levels of self-esteem through the praise and encouragement they receive from staff, who celebrate their achievements. The practitioners use important daily routines, such as nappy changing, as opportunities to spend one to one times with key children and this time is full of songs, rhymes and chatter. Staff teach the children how to develop a healthy lifestyle very well. They plan regular time outdoors where children spend time in the fresh air being physically active. Staff effectively help children to experiment with risk and independence. For example, as children balance on blocks and climb, staff step back to allow them to achieve on their own. Practitioners regularly support children to carry out everyday routines, such as hand washing and serving meals, although, there is scope to use these opportunities a little more effectively to fully focus on talking the children through these experiences, so that their understanding of healthy eating and managing personal hygiene is fully enhanced. There are drinking stations available for the children to access water throughout the day. Staff promptly recognise when younger children are tired or hungry and are on hand to provide support, reassurance and interaction.

Children are extremely well behaved because they are purposefully occupied. Clear boundaries and rules are supported by calm, simple, age-appropriate explanations from staff. Staff act as positive role models and have high expectations of children's behaviour. They support younger children to play particularly well. Staff provide plenty of resources and one to one attention, so children learn to play alongside each other in a happy and

exciting environment. Older children share and negotiate throughout many aspects of their play. For example, during a gluing activity, children help themselves to craft materials, taking what they need before passing on the glue tubs to their friends. Children are developing strong friendships as they play together in pairs and in groups. All children share and take turns extremely well. This prepares children very well for their future learning and eventual move to school. The nursery links effectively with local schools, in partnership with parents. Teachers visit the nursery to meet the children and the key person shares information about their interests and needs. This promotes excellent continuity to support children's ongoing learning and care needs as they move onto school. Staff provide further activities to help children feel confident and self-assured about what their future holds. For example, they provide school uniforms that children can dress-up in and organise visits to the adjoining after school club for children, who will be attending the out of school care after they leave.

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

The management team are motivated, keen and supportive of all the staff. They ensure that the nursery provision continually meets the varied needs of babies, children and parents. Rigorous reflections and management of the provision and the strong drive towards continual evaluation ensures children's care and learning needs are extremely well met. This means that babies and children are provided with a safe, well-organised and resourceful nursery. Practitioners are immensely thorough and resourceful as they strive towards meeting the highest standards. For instance, they have built on a recommendation raised at the last inspection by using outdoor space more effectively, so that it now fully challenges children and enhances their development and learning. The in-depth monitoring systems of children's progress allows management to check whether specific groups of children are making consistent progress and highlights areas of improvement. This ensures that children have optimal learning opportunities, so they can achieve their full potential. The manager has an excellent knowledge of her staff's capabilities. High quality practitioner performance is based around regular staff and supervision meetings and appraisals. This not only enables the manager to target a programme of professional development for each staff member, but means that the team is continually improving their performance and practice. All staff have responsibility for safeguarding children and demonstrate an excellent understanding of their role in meeting the safeguarding and welfare requirements. Staffs' knowledge of the setting's policies and procedures is comprehensive and carried out to a very high standard and training is paramount in maintaining this high level of understanding. A robust daily risk assessment of all areas of the nursery identifies potential hazards to minimise risks to children. Consequently, children remain safe. Robust recruitment systems are in place to ensure all adults are suitable to be in the proximity of children. A thorough induction procedure enables all new staff to develop an accurate understanding of their roles and responsibilities within the nursery. Excellent deployment of staff ensures children are consistently supervised and therefore, remain safe at all times. Children's needs are exceptionally well met through highly effective partnerships with parents, other settings and external agencies. All parents spoken to on the day are extremely happy and speak

very positively of the nursery. They feel their children are 'happy', 'settled' and their child has 'made excellent progress'. They greatly appreciate the support the nursery staff provide.

### **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>	930756
<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>	275
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	25/04/2013
<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.

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