

# Busy Bee Day Nursery at Nottingham Daybrook

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

<b>Inspection date</b>	18/09/2013
Previous inspection date	17/06/2013

<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		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 highly confident and show good levels of independence for their age, as a result of the vibrant learning environment. Outdoor play is a key feature providing innovative opportunities for children to enhance their physical skills.
- Children are kept safe because staff are knowledgeable about safeguarding. The policies and procedures are up to date and in line with the relevant Local Safeguarding Children Board.
- The key person system supports engagement with all parents. Parents contribute to initial assessments of children's starting points on entry and are kept well informed about their children's progress.
- Planning is based on children's interests and individual learning needs, to effectively promote their learning and development.

### It is not yet outstanding because

- There is scope to work even closer with other agencies in order to offer the highest level of support for children and their families.
- Self-evaluation does not incorporate the views of parents and children, so that any changes made, closely reflect the views and needs of the people who use the provision.

## 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 spoke to staff and interacted with children throughout the inspection.
- The inspector observed activities in the baby rooms, toddler rooms and pre-school room, the outside learning environment and children having their lunchtime meal.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents.

## Inspector

Patricia Bowler

## Full Report

### Information about the setting

Busy Bee Day Nursery at Nottingham Daybrook was registered in 2000 as part of the group of nurseries operated by Busy Bees Nurseries Limited. The nursery is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises in Daybrook, Nottinghamshire. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play.

The nursery employs 32 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2, level 3 and level 6.

The nursery opens Monday to Friday all year round, from 7am until 6pm. Children attend for a variety of sessions. There are currently 93 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 further improve the quality of the early years provision the provider should:

- develop partnerships with other agencies even further, in order to provide the very highest levels of support for children and their families
- develop the systems for self-evaluation to include the views of parents and children so that these can be used to inform changes and further improvements to the provision.

## Inspection judgements

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

Children are cared for by qualified and experienced staff and their safety is given high priority in the secure and well-planned nursery. The age related rooms are extremely well equipped to meet the needs of the children cared for. The baby rooms, for those under two years of age, are organised to nurture children in their early years. Staff encourage physical skills as babies sit, crawl and pull themselves to standing to explore a range of resources. Curiosity is encouraged through natural materials in treasure baskets and hand activated toys to investigate how to press and turn to make them work. Older babies

enjoy free painting on a large piece of paper, getting fully involved in tactile experiences. They crawl and giggle as they feel the paint between their toes. Digital photographs are taken so parents can see what their children have done and the painting is attractively displayed for them to view. Babies play safely in an enclosed section whilst older babies venture with staff to explore in the well-resourced outdoor area.

Older children move freely, developing confidence as they explore a stimulating learning environment within playrooms and in the outdoor play area. Staff working with toddlers encourage them to steer their own play and make independent choices, providing opportunities for active play and relaxation. Low-level storage enables children to access puzzles and table toys and develop imaginative play in role-play areas. While some children sleep after lunch, others enjoy shared stories looking at and naming animals in familiar story books. They enjoy outdoor play which they access in small groups, learning to keep themselves safe as they listen to staff helping them to walk up and down the stairs from the first floor.

Pre-school children are cared for in a vibrant environment where they actively steer their own play. The room is divided so children can choose between floor and table activities and a range of continuous creative opportunities. They enjoy painting, describing their creations, naming colours and shapes. Letter formation is emerging and they recognise where in their names these are and how many times they appear. Children, returning from outdoor play, quickly remove their coats, hanging these on pegs to engage in a baking activity. They go to wash their hands without prompts with a keen awareness of hygiene issues. Great fun is had measuring, pouring and mixing to make gingerbread figures. Staff are skilled in using open questions to extend children's thinking processes. They talk about the ingredients including butter being hard and soft, making connections about the consistency when stored in the fridge. Sugar is compared to snow 'because it sparkles' and when asked during the process of mixing ingredients which one is yet to be added it is referred to as 'the one like winter'. Staff take great care to support children in their learning. Having explained that 100 grams of each is required, children help to find this on the scales. A mark is placed and they watch carefully as they weigh ingredients stopping to add only small amounts as 'they near the mark'. They develop knowledge of high numbers, weights and measures, quantity and dexterity during mixing processes. The activity ends as children ice, sprinkle with sugar strands and eat their gingerbread figures for tea.

Teaching is effective because staff communicate with parents to obtain information when children start, about what their child already knows and can do. Parents' views are valued through regular questionnaires and there are valuable opportunities to share information at organised meetings and when they arrive and collect their children. Planning, assessment and observations are based on children's interests and as a result, children make good progress in their learning, developing the necessary skills in readiness for school. Key persons know their children well, using information from daily observations to ensure children's interests and next steps in learning are used effectively to help them progress and play an active role in the provision of activities.

Children who speak English as an additional language are encouraged to use their home language as well as learn to speak English as they play. Staff use a range of non-verbal

skills to aid communication. Sequence event photographs act as visual timetables which children can refer to, recognising themselves along the way. Written text in different languages is displayed and all staff have knowledge of familiar words to help children. Communication with parents is good. Parents' views are valued and daily communication books provide an effective way to share information and plan for children's learning in nursery and at home.

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

The nursery environment is safe, warm and welcoming. Children are supported well in what for many is, their first step away from home. Staff consistently meet the care needs of each child and respond sensitively to them as individuals. Parents complete detailed documents to ensure babies' and children's routines are discussed and recorded. Consequently, their individual needs are met well. Key persons, who remain their prime carer while in the nursery, build warm and caring relationships and support children as they move into new rooms. This ensures continuity of care, helping them to settle quickly as they move through the nursery.

Staff have a strong commitment to reaffirming positive behaviour through praise and encouragement and children respond well to realistic rules and boundaries. A precise policy and monitoring of staff working practice is established to ensure any negative behaviour from children, is managed in ways that sensitively help them to understand and manage their own behaviour. Staff encourage children to play cooperatively with others, learning to share and take turns. Children respond to sensitive intervention by staff. They engage children in talking about feelings using aids, such as an 'emotions bear'. This provides opportunities to talk about how they feel and the effects of their behaviour on others.

Self-care needs are developing well. For example, children independently access the toilets, washing their hands without being reminded. They speak knowledgeably about why this is important to minimise the spread of germs. Children in the process of toilet training are monitored well and given gentle reminders to use the facilities throughout the day. Parents provide nappies, creams and wipes so babies are not exposed to unfamiliar products which may cause allergic reactions. Children's well-being is addressed well and parents are provided with clear detail about staff practice in policies including safety, illness and accidents.

Children enjoy healthy, nutritious foods at snack and meal times. Specific dietary needs are discussed and recorded and staff ensure these are met as they inform the cook, who presents alternatives to match the main menu. Children eat well, coming for second helpings of which there is plenty. They set tables and choose where to sit with their friends. Lunchtimes are relaxed as staff eat with the children, discussing food options and acting as positive role models. Even young children are adept in using knives and forks. Children recognise their needs, helping themselves to water to quench their thirst and staff are vigilant to ensure this is provided when children play outside. Opportunities to enjoy fresh air and exercise are used well to develop physical skills. The vibrant outdoor area enables children to take supervised risks as they climb and slide on the static frame,

pedal and steer wheeled toys with developing skill and enjoy playing in the sand pit. The wigwam provides shade in the sun and an ideal opportunity to learn about nature, watching spiders developing webs in the high joints. Children have also engaged in activities to plant and grow vegetables and flowers.

The needs of children ready to move to older age groups are considered and organised to meet theirs and their parents' needs. They move when skills in physical and emotional development are secure. An effective transfer of information and visits ensure children settle well into their new rooms. Children are well prepared for the next stage of their learning and transitions to other settings and school.

Resources are organised to encourage children's independence as they are able to choose and select these for themselves. The care needs of each child are clearly identified and staff respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

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

Most staff are qualified and attend training through the Busy Bees organisation. Most have attended training in safeguarding. They are aware of their responsibilities to protect children from abuse and neglect, demonstrating a secure knowledge of the reporting procedures, including those for concerns they have regarding any adult caring for children. Parents are aware of the safeguarding policy and the Nottinghamshire Safeguarding Children Board procedures are accessible to them.

Comprehensive policies and procedures work effectively in line with current legislation. Consequently, children's health and safety is protected well. Staff are fully aware of their responsibilities with regard to supervising the children in their care because they are deployed effectively to maintain safe levels both indoors and outdoors. Procedures for recruitment and induction include robust vetting procedures and staff are required to declare any issues which may affect their ongoing suitability. Processes for staff supervision, performance management, training and professional development ensure the good level of care provided is maintained. The educational programmes are successfully monitored in order to ensure children's learning and continued progress is maintained. Excellent resources, books and toys are available to meet children's needs at their different stages of development.

The partnership with parents is robust, ensuring that staff work effectively to meet children's different needs. In discussion with individual parents, they talk about the homely environment and friendly staff who they feel they can approach at any time. They acknowledge their involvement, speaking highly about the committed and caring attributes of the manager and staff. Children are eager to attend and visible progress is evident in all areas of their learning. Parents enjoy evening events when they meet with key persons to discuss their child's progress, meet with other parents and experience activities to become aware of learning outcomes for their children and how this can be supported at home. The

nursery works effectively most of the time with others, such as health professionals and specialist workers, to support any specific health requirements and the identification and inclusion of any child with special educational needs and/or disabilities. However, there are occasions when this is not as effective, for example, in supporting issues relating to behaviour management. The nursery strives for quality through systematic self-evaluation. However, this does not incorporate the views of children and parents to ensure any planned changes, accurately target the needs of users.

### **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
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>	936066
<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>	120
<b>Number of children on roll</b>	93
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	17/06/2013
<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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