

Busy Bees Day Nursery at Nottingham City Hospital

Nottingham City Hospital NHS Trust, Hucknall Road, NOTTINGHAM, NG5 1PB

Inspection date	21/01/2014
Previous inspection date	20/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The management team are committed to the continuous development of the provision, using a system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated practitioner team, where everyone works together to ensure children benefit from a continually improving provision.
- Children with special educational needs are well cared for as practitioners are skilled in providing care that meets each child's specific needs. This ensures that every child makes good progress in respect of their individual starting points.
- Children's behaviour and safety are good. They are keen to take part in all of the activities planned by staff and those they select for themselves. Children make good friends, know how to take turns, share resources and help one another.
- Children learn in this nurturing environment where they receive appropriate care. A very welcoming approach makes sure that they settle quickly into the nursery life.
- Partnership with parents is good. Their input is wholly valued and they are fully involved in the self-evaluation process.

It is not yet outstanding because

- There is scope to improve the opportunities for children to recognise, select and use technology for particular purposes.

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 the playrooms and outside play areas.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualification of practitioners working with children and the manager's self-evaluation form.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full report

Information about the setting

Busy Bees Nursery is part of the Busy Bees group and re-opened under its current ownership in 2011. It is located on the Nottingham City Hospital site in a purpose built building. The nursery serves the local and surrounding areas. The nursery has sole use of the premises and children have access to enclosed outdoor play areas. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and serves a wide catchment area. The nursery receives funding for the provision of free early education for three- and four-year-old children. They support children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is open Monday to Friday from 7am to 6.30pm, all year round and offers full or session day care for children. There are currently 213 children on roll, of whom, 177 are within the early years age group. The nursery employs 49 practitioners who work with the children, of whom, seven are unqualified. A number of practitioners are working towards a/or further qualification. They also employ two chefs and an administrator.

What the setting needs to do to improve further

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

- develop further the opportunities for children to recognise, select and use a range of technology for particular purposes.

Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points and abilities. Practitioners gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to set the next steps in their learning. Practitioners understand the Statutory framework for the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress in their development records and regularly speak with their child's key person. They are also provided with their child's targets and ideas of how they can support their child's learning at home. Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well from first-hand experiences and strive to provide as many of these as possible at the nursery. For example, the older babies have a lovely experience as they play with paint between plastic film. They get excited as they mix the colours and make their own rainbows. Planning effectively supports individual children in their learning and development. It covers all areas of learning and provides appropriate challenge for all children. However,

the provision for children to use and learn from information, communication and technology is limited. Practitioners monitor progress as they continually observe the children. They make notes of what works well and successfully develop activities to ensure that all children progress to the next stage of development. The figures from each individual progress report are collated by the manager to show how the children are performing throughout the nursery. The figures are compared to the early learning goals to ensure that all children make good progress in all areas of learning. A progress check at age two is carried out around each child's second birthday. This progress check is given to the parents to share with their health visitor if necessary.

Children are interested and engaged in their play and they can choose from a wide range of well-organised and stimulating resources which enhance their development. All the children can join in with the good range of activities because the nursery promotes an inclusive environment. Practitioners use good quality interactions and open questions to encourage children to think further and enjoy language. Children's work is displayed throughout the nursery to make them feel valued and acknowledged. The indoor and outdoor environments are stimulating and enables children to follow their own interests. Children and families who have English as an additional language are well-supported by the practitioners. Key words are in place to help settle the children and make them feel valued. Children demonstrate the characteristics of effective learning as they demonstrate good concentration levels for their ages and show a 'can do' attitude. The younger babies enjoy the feel of the paint on their feet and keep going back to the activity to have another go. The older children think about what they are doing as they explore the water and add things to it to mix and make their own concoctions. The toddler children enjoy the 'wake and shake' session outside as they move to the music, exercising their larger muscles.

Children of all ages enjoy sitting with a practitioner and listening to a story which is told to them using intonation and expression. The older children learn to write their letters and all mark making is valued by practitioners to ensure that children are confident to develop early mark-making skills. Practitioners use the sounds of the letters with the older children so they become familiar with them to help with their early literacy skills. This supports children to learn the necessary skills that they will need when they start school. The younger children are encouraged to become independent as they put on their coats and shoes to go outdoors to play. Practitioners sensitively give support with the fastenings which allows the younger children to gain a sense of achievement. They are also aware of how to support a gifted and talented child who has exceptional mathematical skills. Good systems are in place to support children with additional learning and/or development needs. Practitioners have the skills to identify these needs and they work very well with other professionals in meeting all children's needs.

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

The premises are well-maintained and well-resourced to provide children with a stimulating environment in which they learn and develop. Practitioners find out about children's preferences from their parents before they start. This also helps promote

children's sense of security as they make the transition between their home and the setting. A well-established and effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children very well and can clearly demonstrate how they help them to move forward and make good progress. Children are supported well in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle.

Children's behaviour is good. They know how to move safely through the nursery and start to take responsibility for their own behaviour. They help to tidy away activities at set times during the day. They play well together and have good behaviour because practitioners have consistent boundaries in place and carefully explain why children need to be kind to each other. Children form very positive relationships with both adults and their peers and work happily alongside each other as they learn to share. They are polite and use their manners as part of the daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning. Around the nursery they have key words displayed in other languages that the children speak.

Children enjoy spending time outdoors and clearly benefit from being in the fresh air. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. Their health is well-promoted and there are clear and consistently applied systems in place to protect them from infection. Good systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in small social groups. They learn how use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school readiness and promotes independence. Children are well-prepared for transitions to the local school because teachers come to visit them in the nursery. Their transition on to school is also good. This is because the nursery has built up secure relationships with some of the many different schools in order to fully support the children and make the move to school a positive experience.

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

The leaders and managers in the nursery have a good understanding of the requirements to safeguard children. Following a safeguarding incident, they appropriately notified Ofsted and the local authority safeguarding team. A full investigation took place into the incident and the relevant agencies were kept informed. As a result, some staff have attended behaviour management training. The local authority safeguarding team were happy with the outcome. The senior management team are extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Effective management structures are in place and communication with all levels of practitioners is good. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well-safeguarded in the nursery. Extensive child protection policies and procedures are known and understood by all practitioners. The managers understand their responsibilities very well, to ensure that children are kept safe. Practitioners have a good understanding of child protection issues and work very successfully to support children and families. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Individual induction programmes, appraisals, supervisions, and observations of practitioners are in place. This effectively highlights strengths and addresses training needs. There is an extremely positive attitude towards professional development and practitioners are fully engaged and encouraged to develop their skills and expertise. Management and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on the service, which they provide.

The nursery have suitably addressed the recommendations raised at the last inspection. They welcome feedback from parents and carers in order to strive for consistently high quality. Practitioners are highly effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. Information is shared with parents on a daily basis through discussions and the use of the daily diaries. Learning journey records and written reports fully involve parents in their child's learning and development. The manager keeps well-organised records and policies and procedures to support the children's safety and welfare. This means parents are well-informed about how the nursery operates and practitioners are supported to implement them consistently. The senior management team work alongside practitioners so they role model good practice and observe them to identify any areas of their practice which require improvement. There are good processes for supervision and the senior management team have regular meetings and hold appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Practitioners complete regular observations of children's learning to assess and monitor each child's development. They complete tracking documents to monitor and review children's achievements across all areas of learning. This helps them to identify any gaps in learning. The senior leadership team monitors these tracking documents and children's learning journey records. This ensures they show an accurate assessment of children's skills, abilities and progress and enables them to support practitioners to target specific areas of learning if necessary. All children are included and supported well and the nursery promotes equality and diversity highly successfully. Highly effective partnerships with parents and external agencies helps to secure well-timed interventions to ensure children

receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that they are always made to feel very welcome, and that the practitioners make an effort to ensure that they know the parents and children very well. They also comment that their child has developed beyond their expectations whilst at the nursery. Parents are very happy with the diverse and nutritional menus provided and the wide range of activities that are available for their children. They also comment that they receive excellent feedback from the practitioners. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery are proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. They have a display board of things they have changed due to comments from parents. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY422550
Local authority	Nottingham City
Inspection number	949596
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	144
Number of children on roll	213
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	20/07/2011
Telephone number	01159605879

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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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