

Busy Bees Day Nursery at Rugby

Rodney Close, Bilton, Rugby, CV22 7HJ

Inspection date	13/01/2014
Previous inspection date	19/07/2011

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

- The nursery is a welcoming, stimulating and well-resourced environment with accessible resources that promote good learning and challenge. As a result, children make good progress.
- Strong partnerships with parents enable continuity in children's learning as parents are well supported in continuing with their children's learning at home.
- The professional supervision of staff and day-to-day management successfully supports staff development, ongoing improvements and changes. Staff and management roles are clearly defined and there is very good teamwork.
- Freshly cooked meals prepared in nursery are nutritionally well-balanced, which means that children enjoy their meals and learn about a healthy lifestyle.

It is not yet outstanding because

- There is greater scope to increase the availability of books in the pre-school room, so that there are greater opportunities for children to look at books independently.
- There is further potential for staff to extend discussions so that positional language is included as children enjoy creative play.

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 joint observation of children's activities and interaction between staff and children, with the manager of the nursery.
- The inspector spoke to the provider manager, deputy and other staff throughout the inspection.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector observed activities in the toddler room and pre-school room, the baby room, the outside learning environment and children having their lunchtime meal.
- The inspector held a meeting with the owner and area manager and talked to staff during the inspection.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

Inspector

Susan Rogers

Full report

Information about the setting

Busy Bees Day Nursery at Rugby was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the Bilton area of Rugby and is managed by Busy Bees Nurseries Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 27 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, one holds a qualification at level 4, one holds a qualification at level 5 and seven staff have qualifications at level 2. The nursery also employs administration and domestic staff. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. Children attend for a variety of sessions.

There are currently 154 children on roll, who are aged under eight years. The nursery also offers care to children aged over five to eight years, before and after school and during school holidays. 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:

- increase the availability of books in the pre-school room, so that there are greater opportunities for children to look at books independently

- extend the opportunities for children to use positional language, for example, as they discuss their creative ideas.

Inspection judgements

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

Staff have a good understanding of how to promote children's learning effectively and use their knowledge to plan an exciting and challenging range of experiences. As a result, children are motivated, confident and eager to try new experiences. They are developing the key skills required in readiness for school when the time comes. This ensures that children are ready to learn through play as they enthusiastically choose from the wide range of resources and activities. Staff track each child's progress and are able to add further challenge during activities if there are gaps in a child's learning. This enables staff to plan for children's further progress by identifying their next steps in learning and

ensuring children's individual interests are included in their activities. Pre-school children enjoy a range of outings to places of interest, which supports their learning about the local community and people who help us. Babies enjoy using materials that encourages their curiosity. They are fascinated as they dribble cornflour and water mixed together into bowls using their hands and spoons. Staff extend children's communication skills by describing what is happening and encouraging children to experiment and be adventurous. Younger babies thoroughly enjoy water play as they use shallow trays on the floor and become confident as they splash their hands in the water. Staff model language and supervise this activity well, which encourages children's understanding and confidence. Their physical skills are extended as younger babies have lots of space where they can explore and develop their mobility skills. Furniture is arranged at an appropriate height, so that children who are developing their walking skills are able to pull themselves up to a standing position. Older children enjoy exploring their creative ideas through imagination stations, which are areas inspired by children's own ideas. Currently an area in the toddler room has been converted into a woodland area where children explore tree trunks, twigs, leaves and plastic bugs. Children play a significant role in creating play areas as staff listen to their opinions and decorate the areas by painting the floor and walls to correspond with the current theme. Staff are skilled at extending children's understanding of all their activities through explanations that are clearly aimed at children's levels of understanding but provide them with additional challenge and enjoyment. Children really enjoy working together in groups as they learn from each other's experiences and skills. For example, a group of children decide they want to make a pie using some play dough. Staff extend the learning opportunities during this activity by asking children questions that encourage their critical thinking skills. Children's understanding of the wider world is extended as they compare the differences between a fridge and an oven and discuss what they can buy from the shops. There is, however, further scope during these activities for staff to extend children's understanding of mathematical language that describes position and shape.

Staff work well with children who speak English as an additional language. They value their home language by displaying some of the commonly used key words used by children. This supports staff as they encourage children to learn English and assists with effective communication throughout the child's care. Close working relationships with parents enable them to be included in their child's care and learning. Staff regularly discuss children's progress with their parents when they collect their child and parents have opportunities to include their impressions of their child's learning in their child's learning journal. Child activity days and parents consultation sessions enable parents to be further updated with regard to their child's learning and encourages them to continue with this when they return home. Children who have special educational needs and/or disabilities are very well supported as staff work closely with additional agencies to access positive learning opportunities for children that are individual to their specific needs. Children of all ages learn about the wider world as they enjoy trips to the local community and shops. Children enjoy story time and contributing towards stories as they share their own experiences and develop their listening and communication skills. There is, however, further scope for children to access a wider range of books more freely so they can further develop their interest in literacy.

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

Staff support children through their welcoming and warm approach that ensures they feel secure as they know they are valued by the caring staff. Children settle in nursery very well as staff are sensitive about each child responds to their new environment and work closely with their parents to provide consistent care and learning opportunities. Gradual settling-in sessions are carefully organised by the child's key person as children move into another room in the nursery when their developmental needs change. Staff accompany children and ensure this is an enjoyable experience. Parents are fully involved as this is tailored to meet the needs of each child to ensure they are emotionally and developmentally ready for the move. Children approach staff with ease, sitting closely as they listen to a story or as they discuss what they would like to do next in their activities.

Staff are skilled at choosing the right time to praise children for being kind to one another. This makes sure that children feel valued and promotes their positive behaviour. As a result, children are confident and readily make friends at nursery. Children form close bonds with their key person in a very happy, welcoming environment. Staff work closely with parents on children's care routines and development, so that children benefit from continuity, which makes them feel secure. Babies show they are secure, as they go to sleep in a relaxed environment and are closely monitored by staff, who stay nearby, maintaining their safety. All meals and snacks provided are nutritionally well-balanced to ensure that children develop an interest in the food they eat, which contributes well towards a healthy lifestyle. Staff sit with children as they eat, providing them with positive social experience, which encourages children to chat and discuss their day. Children's independence is promoted as they collect their desert from the trolley and clear their plates when they have finished. This promotes children's confidence as they move into school. Children enjoy a wide range of healthy snacks and meals served throughout the day. Parents are able to eat breakfast with their child at the beginning of the day and staff involve parents in a range of healthy eating and self-care programmes.

Children manage risks safely as they freely access the outdoor area and manage the equipment with skill and confidence. Staff ensure they are always outdoors with children and nearby at all times to supervise their adventurous play. Outings to the local area and the school collection and drop off service are always managed safely. For example, a senior member of staff always accompanies children with another member of staff as they enjoy the short walk from the adjoining school. Children behave well and show kindness to one another as staff set clear boundaries, which encourage children to understand what is expected of them as they play and learn. As a result, children focus well on their activities and listen carefully to instructions. Older children enjoy taking responsibility in the nursery as they tidy resources after activities. Children learn how to manage their own personal needs as they easily access the adjacent bathrooms, which is good preparation as they move into full-time school. Teachers from the schools where children will transfer, visit children at nursery to prepare them and discuss what children will do at their new school. Useful information is shared between key persons and teachers so that children's needs continue to be met.

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

The inspection was brought forward following a notification from the provider. Ofsted visited the provision and found that the risk assessments were not updated following an incident where a child was left behind during a school collection service from the adjacent school. A notice to improve was made which required that children are kept safe while on outings and that further assessment is completed of the risks or hazards which may arise for children and the steps to be taken to remove, minimise and manage those risks and hazards, including consideration of adult to child ratios. The nursery responded to the action and now ensures that risk assessments are accurate and reflect all of the risks that children may encounter, which keeps children safe.

There are good safeguarding practices in place as staff are fully aware of their responsibilities and many staff have attended local authority safeguarding training. All policies and procedures are very comprehensive and are effectively monitored and reviewed by the larger organisation and thoroughly understood by all staff. Regular team and staff meetings ensure that staff are fully aware of current childcare practice issues and have opportunities to share aspects of positive practise. Staff are supportive of one another and fully aware of any aspect of a child's care that would cause them concern. The risk assessments are detailed and respond to children's changing needs and activities and equipment that are available.

There is effective monitoring of the educational programme as managers ensure they regularly observe staff practice and ensure there is good a quality of staff interaction with children. This ensures staff are well supported and maintains the good quality of teaching and support provided for individual children. Observations of children's activities are evaluative and assess the impact of staffs' practice on children's learning. This results in the close monitoring of staff professional development and links closely with effective targets for staff development. The recruitment of all staff is strong as the nursery ensures they have references for all staff and that they are fully vetted. Staff are fully supported by senior management through a wide range of local authority and in-house training and are encouraged to extend their professional qualifications. Well-established peer observations provide staff with very useful opportunities to reflect on their own practice and interaction with children they care for. Staff are supported in making the most of their strengths and any staff weaknesses are fully supported through well-planned training and well-targeted support. Close and regular supervision of staff interaction with children is used to promote very good practice and skills within the staff group. This results in a confident and skilled staff group, who promote children's learning well. Regular meetings and appraisals ensure staff are clear about what is expected of them. Effective performance management arrangements ensure that staff deliver a good service to children as they are supported through their professional development.

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	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	EY422530
Local authority	Warwickshire
Inspection number	949903
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	154
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	19/07/2011
Telephone number	01788 813876

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

