

# Busy Bees Day Nursery at Northampton, Riverside

Unit 3 Museum Way, Riverside Business Park, NORTHAMPTON, NN3 9HW

<b>Inspection date</b>	01/04/2014
Previous inspection date	Not Applicable

<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

- The quality of teaching and interactions across the nursery are consistently good. As a result, all children, including those with special educational needs and/or disabilities, are making good progress given their starting points and capabilities.
- Children and their families are warmly welcomed into this highly nurturing environment. This helps children to feel safe and secure, which successfully develops their confidence and supports their emotional well-being.
- Management structures are good, there is a strong team ethos and safeguarding procedures are robust. This supports the effective running of the nursery and ensures children safety and well-being at all times.
- Successful partnerships with parents results in an integrated approach to children's care, learning and development. Engagement is friendly and purposeful.

### It is not yet outstanding because

- There is capacity to improve the range of activities and resources provided in the outdoor areas to enable all children to fully express and extend their own play and ideas. Consequently, learning opportunities are not always as fully maximised as at other times.

## **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.

## **Inspection activities**

- The inspector conducted a tour of the premises and outdoor areas during the inspection.
- The inspector observed activities in the three playrooms and the outside environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery, the childcare curriculum advisor and the regional director of the company.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and of written feedback received by the nursery.

## **Inspector**

Ann Austen

## Full report

### Information about the setting

Busy Bees Day Nursery at Northampton, Riverside was registered in 2013 and is on the Early Years Register. It is situated in a purpose built premises on the Riverside retail park in Northampton and is managed by Busy Bees Day Nurseries Limited. The nursery is accessible to all children. Children have access to designated classrooms and there are three fully enclosed areas available for outdoor play.

The nursery employs eight members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and above, including three members of staff with early years degrees and one member of staff with a level 5 qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm, except bank holidays. Children attend for a variety of sessions. There are currently 38 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:

- enhance children's outdoor learning: by extending the range of activities and accessible resources to enable all children to further initiate and extend their own play and ideas in the outdoor environment.

### Inspection judgements

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

All children, including those with special educational needs and/or disabilities, are making good progress given their starting points and capabilities in readiness for school. For example, older children make friends, willingly include others in their play and listen to instructions well. In addition, children competently count to 10 during games, such as hide and seek and are beginning to name and sound letters of the alphabet. The overall quality of teaching within the nursery is consistently good. Staff fully understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. For example, staff create an indoor environment which enables children to explore and initiate their own play and ideas. Staff observe and assess children as they play and use this information effectively to plan further challenging activities based on the children's next steps. They effectively complete the progress check for children aged two, so that they are aware of children's progress at this stage. In

addition, staff value the voice of the child and effectively develop their interests. For example, staff provide a range of activities following the children's fascination of mini-beasts. Children hold magnifying glasses to their eyes as they search for mini-beasts in the mud and sand, look at fictional books and pictures of insects and are encouraged to paint what they see.

Children demonstrate an eagerness to learn and further their understanding and are effectively supported by the staff. For example, staff encourage young children to use their hands to feel the cold ice cubes and successfully introduce language, such as 'cold', 'slip' and 'slide' as they watch the ice move around the tray. Younger children use the appropriate sized containers to scoop the water, handle tools to dig in the sand and immerse their feet in paint. Their interest is sustained because staff effectively join in the children's play. In addition, younger children are encouraged to look at themselves in mirrors and learn to solve problems as they post shapes into wooden cubes and complete inset puzzles. They persevere at the task because staff offer encouragement and support as required. Staff successfully develop children's language for communication through their ongoing discussions and interactions. For example, staff working with the babies effectively respond to their gestures and babbling sounds and encourage them to repeat sounds, such as 'ma, ma'. In addition, staff encourage toddler aged children to associate the appropriate animal sound, such as 'meow' for the cat and 'moo' for the cow as they look at the picture books. Older children communicate with growing confidence using language to describe what they are doing. For example, older children talk about the sand castles they are building and freely chat and recall experiences from home. Children with special educational needs and/or disabilities and children who speak English as an additional language integrate well within the group. Staff use English language in the context of the children's play, display words in the children's home language and sing rhymes, such as 'The wheels on the bus' and 'Row, row, row your boat' which encourage the children to join in. Consequently, children are beginning to develop their vocabulary in English.

All children enjoy dancing and moving their bodies to music. Staff successfully support babies to develop their physical skills. For example, staff provide a good range of resources for young babies to grasp and manipulate and hold their hands to aid their walking skills. As a result, babies smile with enjoyment. Older children thoroughly enjoy being physically active and are provided with appropriate challenge according to their age and ability. For example, children are encouraged to climb on the climbing wall and develop coordination and control as they learn to balance and walk across the balancing apparatus. Since registration management and staff have worked hard to develop the outdoor areas. For example, children have fun in the 'mud' kitchen. They build large walls using the building blocks and enjoy listening to a story in the shaded area. However, staff do not always use the full range of available resources across the nursery to fully support children's learning and development in this environment. For example, non-mobile babies are not always provided with a wide range of resources to explore as they sit on the grass and staff do not always provide younger children with a wide range of tools and materials to enable them to explore and use the paint in a variety of ways. In addition, older children in the camouflaged area are occasionally provided with insufficient resources to enable them to fully express their own creativity and ideas. As a result, learning opportunities are not always fully maximised at this time.

Staff successfully engage parents in their child's learning and development and communication throughout the nursery is good. Parents are actively encouraged to contribute to initial assessments of their children's achievements and starting points on entry. Staff subsequently use this information to settle children and to plan their future learning based on their individual needs. Parents receive regular updates on children's progress, can talk to their child's key person daily and are invited to consultation evenings. Additionally, parents receive a written summary of their child's development across the seven areas of learning twice a year. Parents are actively encouraged to support and to share information about their child's ongoing learning at home. This information is subsequently used to further enhance the planning of activities. Staff successfully support and offer ideas to parents about how to support learning their child's ongoing learning at home. For example, children have opportunities to take home 'travelling Trevor' to share in their experiences at home. In addition, staff laminate photos of the children participating in activities at the nursery, cut these into puzzles pieces, which can be taken home to make with their parents. Children and their families are also encouraged to make their own 'chatterbox' and to fill these with special items from home. This successfully aids smooth transitions and separations. Additionally, the 'chatterbox' helps to develop children's language skills because the staff encourage older children to talk about the items in their box.

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

Children and their families are warmly welcomed into this highly nurturing environment. This is further enhanced by the effective implementation of the key person system, which provides consistency for the child and their parents. Staff know the children and their families well and as a result, they form meaningful relationships and strong emotional attachments. For example, babies snuggle into the staff as they are rocked to sleep and confidently seek reassurance as required. Children naturally include the staff in their play. For example, children enthusiastically tell staff to cover their eyes during hide and seek games and enjoy sharing story books. In addition, all children display a sense of security and self-motivation as they confidently move around the identified play areas selecting the resources they want to play with. Parents comment that their children enjoy their time at the nursery and that the staff care for them well. Children's individual needs are thoroughly known because staff take time to find out about each child's individual needs, background and culture. This approach ensures the transition from home to nursery is smooth. Transitions between rooms are managed well. Parents are informed in advance and children are emotionally prepared for their transitions. This is because children are gradually introduced to their new room and to their key person. As a result, children settle quickly and form new relationships with the children and staff. In addition, staff fully understand the importance of emotionally preparing and supporting older children as they move onto to other early years settings and into Reception class at school. For example, staff implement numeracy and literacy time during the nursery day and support them to develop effective personal hygiene routines, such as washing their hands and dressing appropriately after using the toilet. In addition, Reception teachers are invited to visit the children in the nursery environment.

Staff are friendly and create a welcoming, homely environment in which children feel safe, secure and happy. All rooms are light and airy and children are provided with a wide range of very good quality resources. Children's work and photographs are displayed throughout the nursery, which successfully supports their sense of belonging. In addition, children are able to view their own personalised photographic books from home. Staff are deployed effectively in order to supervise the children and ensure their safety. They know how to deal with safeguarding issues and develop children's awareness of safety and how to stay safe. For example, children learn how to cross the road safely during outings around the local community and staff ensure that the sand is regularly swept up to prevent them from slipping and having an accident. In addition, staff use resources, such as 'emotion' books to encourage the children to express how they are feeling. Children behave well, learn to share and are responsive to the individual attention received from staff. This is because staff regularly praise the children for their efforts and achievements and develop their independence.

Staff promote children's healthy life styles which successfully contributes towards their continuing good health and well-being. All children have regular access to the outdoors for fresh air and exercise. In addition, young children are able to rest and sleep according to their needs and are regularly checked to ensure their ongoing well-being is maintained. Snack and meal times provide opportunities for social development and staff successfully use this time to encourage children to develop their self-care skills and take responsibility. For example, younger children learn how to hold their spoons to feed themselves and older children pour their own drinks. Clear procedures ensure that the cook and all staff members are clear about children's special dietary requirements, preferences and allergies. This ensures their needs are met and respected. In addition, staff working with the babies ensure that their feeding routines are respected. Staff encourage children to develop good hygiene practices in order to reduce the risk of infection. For example, staff teach children to wash and dry their hands after using the bathroom. In addition, staff clean the tables and highchairs with anti-bacterial spray and wear gloves to serve food and change young children's nappies.

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

The management team have a secure understanding of their responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, management and staff create an environment that is safe and stimulating. The designated lead for safeguarding has a very clear understanding of their role and all staff are well versed in what to do should they have concerns about a child in their care. The manager has completed designated persons training and all staff members sign to say that they have read and understood all safeguarding policies and procedures. Additionally, safeguarding is a standing item on the team meeting agenda. Recruitment procedures are robust, which ensures only those suited to working at the nursery are selected alongside being appropriate for their roles. For example, suitability checks are undertaken on all adults working with children to ensure they are safeguarded.

Additionally, new members of staff follow a secure induction procedure, which includes a probationary period. Detailed risk assessments are regularly reviewed and adapted, as and when required and daily checks are made. This means that potential hazards are swiftly identified and dealt with immediately. As a result, children are kept safe. Additionally, the security of the premises prevents intruders entering the premises. Visitors are asked to provide full identification and an appropriate record of visitors is kept and the times of arrival and departure are recorded.

Since the registration of the nursery the management team and staff have worked very hard to ensure children's care and learning needs are fully met at all times. Management demonstrates that they continue to be committed to the continual improvement of the overall quality of the provision. They effectively use self-evaluation and reflective practice to ensure that the nursery is consistently striving to improve. As a result, targets are set for ongoing improvements. For example, management is planning to develop a wildlife area in the outdoor environment to enhance children's knowledge of the world and to further develop relationships with outside agencies in order to continue to provide the best support for children with additional needs. In addition, management welcomes support from local authority development workers with regards to improving practice and parents are asked invited to offer suggestions of improvement on the 'sharing tree'. Staff are well qualified for their roles and there is a strong team ethos. They demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. Staff receive regular supervision, complete annual appraisals and their professional development is actively encouraged in order to enhance their skills and knowledge. Management successfully monitors the delivery of the educational programmes and has an accurate overview of the quality of teaching. They observe staff practice, sample learning journals and the planning of activities is carefully monitored. Additionally, advice and support is received from the company's childcare curriculum advisors and cohort tracking documents are used to monitor children's progress and any potential gaps in learning where additional support may be required. As a result, children continue to make good progress.

Parents and carers receive a good range of information about the organisation of the nursery at the start of the placement and information is displayed on the noticeboards. Workshops are also provided to raise parents' awareness of the Early Years Foundation Stage. This also provides opportunities for parents to learn for themselves what benefits children gain from the activities provided. Additionally, home visits are offered, parents receive regular newsletters and a parent partnership group has recently been established. Parents are very complimentary about the care and learning provided and the friendly and affectionate nature of the staff. Management and staff form effective partnerships with other providers and external agencies and services. For example, staff successfully work alongside other healthcare professionals to ensure appropriate support is provided and that all children continue to thrive and make progress.

## 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

<b>Unique reference number</b>	EY469243
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	938455
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Busy Bees Day Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01543678200

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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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