

# Busy Bees at Colton Mill

Colton Mill, Stile Hill Way, Leeds, LS15 9JB

<b>Inspection date</b>	14/03/2014
Previous inspection date	12/06/2013

<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 make good progress as they happily engage in purposeful learning experiences delivered through inside and outside play. Planned activities take into account children's steps for learning, building on their prior skills and knowledge.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. This means each child's needs are well met.
- Partnerships with parents, other agencies and local schools are good. This ensures children receive appropriate help and they are well-supported in their transitions within the setting and on to other settings, including school.
- Children are safe in the setting due to the robust approach taken by the team towards safeguarding. This means that all aspects of children's well-being are promoted well.

### It is not yet outstanding because

- The noise levels in the pre-school area occasionally become very loud, which can make it difficult for children to hold conversations and hear each other.
- There is scope to share the very good teaching skills observed from most staff to ensure all staff make the most of all opportunities to extend children's learning through high quality interactions.

## 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 observed activities in the main playrooms and the outside learning environment.
- The inspector carried out a joint observation of group work with the nursery manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children when appropriate during the inspection.
- The inspector checked evidence of staff suitability, deployment of staff and checked child to adult ratios throughout the setting.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures, along with arrangements for safeguarding and risk assessments.

## Inspector

Amanda Forrest

## Full report

### Information about the setting

Busy Bees at Colton Mill was registered in 2003 on the Early Years Register. It is situated in a purpose built premises in the Colton area of Leeds, and is managed by Busy Bees Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 31 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 124 children on roll 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:

- address high noise levels in the pre-school room to further enhance children's concentration levels
  
- cascade the very good teaching skills in the nursery, so that all staff use consistently high quality interactions to extend the learning opportunities for all children.

### Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is consistently good through the mainly knowledgeable and experienced staff who have a sound understanding of how to promote children's learning and development through the prime and specific areas of learning. However, there is scope to disseminate the teaching demonstrated by these staff members to support new and less experienced staff, so that all children are even further supported in their learning and can achieve at the highest level. Children are interested and motivated in this excellent environment that supports their learning and development very well. From the start, parents share information about their child through detailed discussions with the key person and written information about their child's home routines, likes and dislikes. This information forms a comprehensive picture of the child's starting point for learning and development. All children make good

progress in their learning as key persons' plan individual next steps of development, focussed around children's interests. These are supported by detailed observations that are tracked against each child's age and stage of development within the Early Years Foundation Stage. Parents are also involved in this process, enabling them to be part of their child's ongoing learning and development. Progress checks for children aged two are successfully completed. Any gaps in their progress is quickly identified and sensitively shared with parents.

Children are happy and settled in this purposeful environment. Babies delight in their exploration of natural materials or using equipment that makes sounds. They are engrossed as they happily explore textures and the properties of dough alongside supportive staff, who also use actions and singing to support the children. Throughout the nursery, children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. Children initiate their own play as well as actively taking part in small group activities with an adult. However, the noise levels in the pre-school room are occasionally very loud, which can make it difficult for children to hold conversations, hear other speaks and to fully concentrate at these times.

Staff encourage children to be creative thinkers. For example, a group of children work together with a member of staff to build a water slide, using the large construction blocks and pipes, carefully considering how best to balance and pour the water to a desired place. Mathematical language becomes a part of children's learning as staff understand how to incorporate this into activities that stem from children's interests. For example, older children who are interested in time learn about this through comparing clock faces and discussing when things happen in their day. They count and use number names with the staff and their friends, supporting their knowledge of number. Older children enjoy focussed activities using an interactive board, with staff that support their knowledge of phonetic awareness and subsequently support their readiness for school and their next stage of learning. Children are creative and imaginative. They create and paint a cave from boxes and material that they later use in role play, which also links to the children's favourite story. A member of staff engages the children in acting out the story and children confidently repeat phrases and words from the story. Children have access to a range of mark-making equipment that supports their emergent writing. For example, children take part in an activity that encourages their attempts of writing names in a register and using them on clipboards to copy the adults practice in the room. The well-planned environment enables children to take part in gross motor activities. Young babies are encouraged with their early movements as they explore a range of soft equipment and shapes. Toddlers and pre-school children enjoy climbing and sliding apparatus as well as activities and resources, such as bikes and balls, in the outdoor environment.

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

Children form close bonds with the caring staff who are motivated and work well together as a result, children are secure and settled. The key person system works effectively, as they are interested and they have the opportunity to discuss their key child's individual needs. Babies settle well as staff comfort them and ensure that their needs are sensitively

met, particularly during sleep times. This promotes young children's feelings of safety. Staff are calm and patient and demonstrate good manners to the children and to each other. Staff are well deployed and relate to the children appropriately encouraging children to learn boundaries in their behaviour. The manager and the policies that are in place provide the team with clear guidance regarding appropriate behaviour when working with young children. Children are proud of their creations, showing them off to the adults around them. This develops their self-esteem and builds on their sense of achievement and emotional well-being.

Transitions between rooms are carefully managed to ensure that children are ready to move and enjoy new experiences. Key persons stay with the child as they move around the new environment and ensure they are close by to offer support and monitor children's responses to their new environment. The manager is aware of the need to prepare for transitions to school to ensure as little disruption for each child as possible and so has developed links with the local schools. Information relating to children's progress is passed onto the child's new setting, to enable them to continue to support children's good learning. This all contributes to children making a seamless transition to school. Daily sheets keep parents well informed about their child's individual routines and the activities that they have enjoyed.

Children are learning to keep healthy and safe. They wash their hands before meals, knowing this is 'to get rid of germs'. Children engage in daily outdoor play opportunities, where they learn about nature by planting, growing and observing changes that take place in the seasons. This also supports children's developing physical skills and understanding of staying safe outdoors. Children are learning to use equipment and the environment safely and listen to support that is given. This shows their growing awareness of safety and risk management. For example, children listen to staff instructions on how to use a flight of stairs, safely and carefully. Young children wait patiently at the top of a small slide whilst staff get ready to catch them at the bottom of the slide. Children learn about the benefits of eating healthily and the importance of exercise through discussions, positive reinforcement and planned activities. Older children are able to talk about foods, such as fruit being good for their bodies. Children's good manners are promoted at snack and mealtimes and children use this time to talk to their friends and are developing good social skills. An accessible sink within the main playrooms, enables even the youngest of children to begin to develop good hand washing practices as part of the daily routine.

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

Children are safeguarded through the implementation of robust practices and procedures which underpin the good practice and are reviewed regularly. The management team operate clear recruitment, vetting and induction procedures to ensure the suitability of all staff working with children and regularly review staffs' continuing suitability. Staff are highly aware of their responsibilities in protecting the children within their care and receive regular training from the manager to ensure their knowledge is maintained. The manager and experienced staff in each room ensure adult-to-child ratios are always met and staff are well deployed, resulting in children being constantly supervised by qualified staff.

Internal playrooms have large windows and face onto a shared outdoor play area, which promotes good supervision by all the staff. Staff supervision and appraisals are well-embedded, although, some new and less experienced staff would benefit from increased coaching or mentoring. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. For example, children have individual bedding, stored in named bags and washed by staff. Risk assessments are conducted on all areas children use, both indoors and outdoors, to ensure potential hazards are identified and minimised. Good procedures are in place for administering medication and dealing with any accidents or incidents. Children's health and safety is maintained as they play in a clean, well-maintained secure setting. The manager and senior staff at the setting address any concerns or complaints brought to their attention appropriately and they conduct thorough investigations into all issues raised.

The setting is managed well; the management team oversees the staff team to ensure all the learning and development requirements are met. They effectively monitor the planning and delivery of the educational programmes. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the setting's practices and procedures. Everyone contributes to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. The provider's action plans detail the improvements they have made since the last inspection, which have enhanced children's care and learning in different areas. The action plan is something that is continually added to, providing everyone with clear focus as they work together to drive and secure continuous improvements. The provider also monitors the educational programmes to ensure every child is moving forward in their development.

Partnership working with parents, carers, other providers and agencies are very strong. This supports the inclusion of all children. The setting actively works with parents and outside agencies, sharing and exchanging information to ensure children's specific health care needs are met and to ensure support is provided for any children with special educational needs and/or disabilities. This ensures children do not fall behind in their development. Parents receive clear information on the setting and their children's daily care routines and progress. Information is constantly exchanged verbally, through noticeboard displays, newsletters and emails. Parent's views are sought through questionnaires, surveys and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process. Children's progress files are regularly shared with parents and provide detailed information on each child's progress and development. Parents are encouraged to contribute to this process by sharing information relating to their child's interest and achievements from home. Parents confirm they are happy with the setting and the information they receive.

## 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>	EY265715
<b>Local authority</b>	Leeds
<b>Inspection number</b>	959349
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	175
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	12/06/2013
<b>Telephone number</b>	01132 648617

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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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