

Busy Bees at Preston NHS

Royal Preston Hospital, Sharoe Green Lane, Fulwood, Preston, Lancashire, PR2 9HT

Inspection date	05/03/2014
Previous inspection date	08/12/2011

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		1
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

- Staff organise space and resources to create a highly stimulating nursery in which children develop strong self-help skills.
- The nursery is very welcoming and staff have warm and caring relationships with children. Consequently, children are happy, confident and feel safe.
- Highly effective partnerships with parents and other professionals ensures that children's individual care needs are recognised and exceptionally well met.

It is not yet outstanding because

- There is scope to add more detail to the good planning so information is shared even more effectively and staff, particularly part-time staff, can make maximum use of what children have most recently learnt to ensure they achieve at the highest level.

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 four playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the early years professional and spoke with some staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of staff, parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

Busy Bees at Preston NHS was registered in 2003 on the Early Years Register. It is situated in purpose built premises in the grounds of Royal Preston Hospital in Preston, Lancashire and is managed by Busy Bees Nurseries Limited. The nursery provides childcare for employees of the National Health Service. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications with three at level 2, 12 at level 3, three at level 4 and one with Early Years Professional Status. The nursery opens Monday to Friday, from 7am to 6pm, all year round. Children attend for a variety of sessions. There are currently 103 children attending, who are in the early years age group. The nursery provides funded early education for two-, 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:

- build on the good planning systems by adding more details so staff, particularly those who job share, can more easily build on what children have recently achieved to ensure they make the highest progress.

Inspection judgements

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

Children have fun as they learn through a wide variety of play experiences. Each child has an identified staff member, who discusses their usual routines and their previous learning with their parents. This information with initial observations by the key person ensures securely identified starting points are identified. Staff make good use of all available information to plan suitably challenging activities. They work closely with parents and other professionals, such as physiotherapists, involved with children to follow and review targeted learning plans. All children, including those with special educational needs and/or disabilities and those with English as an additional language, progress well with their learning. Parents are kept very well-informed of their child's progress. Communication includes a planned meeting with their child's key person twice a year to look at their child's learning journal. Assessment records indicate children progress consistently. This is confirmed by parents and carers spoken to at the inspection. As a result, by the time children move on from nursery, they are all generally working comfortably within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities.

The quality of the teaching within the nursery is effective and as a result, this has a

positive impact on children's learning and development. All staff have a good understanding of the Early Years Foundation Stage and how to promote the learning and development of young children through play. Enthusiastic staff provide an interesting and inviting environment in which all aspects of learning are promoted, which supports children's progress towards the early learning goals. Children freely choose activities from a wide range of accessible toys and books. In addition, a key person individually plans interesting and challenging activities for each child based on their good knowledge of the child's abilities. Staff are confident in their teaching and most of the time they support children's learning very effectively. The quality of teaching during planned activities is good and often outstanding. However, there is scope to share information even more effectively. This is to ensure all staff, particularly part-time staff, can make maximum use of what children have most recently achieved to ensure children achieve consistently at the highest level. Children successfully develop the key skills needed for the next steps in their learning, such as school. They are interested and keen learners who confidently explore. For example, babies push buttons on toys to activate sound and light. Older children talk with enthusiasm about a caterpillar found in the garden. Children develop good mathematical skills as they play. They also make good progress in communication and language and in their physical, personal, social and emotional development. Children paint, write their names to label their work, freely chalk on the ground outdoors and make marks with fingers in trays of bubble bath and glitter. All these experiences effectively promote children's early writing skills and their creativity. Staff also lead specially planned routines to music, which develop the physical movements that children require for writing. For example, children follow large movements to music and then repeat the movements on paper with crayons as they listen to the music again. Children enjoy experiences, which relate to their own culture and sometimes the culture of others, for example, for Shrove Tuesday they toss pretend pancakes and eat real pancakes for snack. Children learn about the similarities and differences between themselves and others. They see positive images of children with disabilities and look at symbols of different faiths, such as stars and crosses on an 'around the world' display. They learn to care and consider the needs of others as they raise money for different charities.

Children from the baby room upwards effectively learn through activities, which link well. For example, two-year-old children make pretend cakes out of salt dough and paint them, which develops their creativity. Then, children play imaginatively in the role play cake shop where staff model and encourage good speaking and listening skills. Children learn about keeping safe as they talk about the oven being hot and use oven gloves for safety. They count cakes and handle pretend money as they charge for the cakes, which develop their understanding of mathematics. They demonstrate an awareness of how technology works as they operate the toy till. Children enjoy finding out about the world around them as they act out real life situations, such as pretending to be the shop keeper. They learn about the natural world on visits to the pond to see the ducks and visits from the children's zoo when they hold snakes. Visits to the library help them learn about the local community and encourages a keen interest in literacy. Staff and parents work together to improve children's speaking and listening skills. Parents provide photographs and items from home so each child has a 'chatter box' of personal belongings, which they share and talk about with others to effectively promote their speaking skills.

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

Each child has a staff member identified as a key person who knows them well and is highly efficient in responding to their needs. When their key person is not there another person is identified to ensure children's care needs are met. This very effective buddy system ensures that nurturing relationships form among staff, children and their families to promote an excellent level of well-being. Staff establish extremely secure emotional bonds with children. Consequently, children are extremely confident and self-assured. Parents and carers spoken to at inspection say they feel confident to leave their children with familiar adults they trust. Regular meetings and discussions with parents provide opportunities for parents to talk about concerns they have about their child's social and emotional development. Children behave exceptionally well because staff build respectful and caring relationships with all children and parents. Also, staff use excellent strategies to promote good behaviour. As a result, children learn to respect and tolerate each other's differences and display polite, courteous behaviour. Children learn to care and consider the needs of others through raising money for national charitable events.

Staff organise space and resources to create a highly stimulating nursery in which children develop strong self-help skills. Children become highly confident in their ability to do things for themselves and develop high levels of self-esteem. For example, children easily help themselves to toys and books and help themselves to drinks of water when thirsty. Staff organise routines, such as circle time where children share news and 'wake and shake' sessions where they sing and dance, which boosts their self-confidence and sense of belonging. Routine exercise at the beginning of the day also teaches children to establish a healthy lifestyle pattern. Children learn how food is grown as they plant, tend, pick and eat foods. Initiatives, such as cooking club, successfully involves parents and carers in the teaching of nutrition. Parents provide ingredients for making foods, such as tuna and sweetcorn wraps and strawberry and raspberry smoothies. Children take home what they make with the recipe so they can make it again at home. Staff are fully aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are appropriately met. Menus are purposefully designed by a celebrity television chef, to be well-balanced and are cooked on the premises from fresh ingredients. Staff involve parents in decisions made about new menus. Mealtimes are social occasions where babies sit comfortably and safely together due to good quality seating and low-level tables. All children, from the baby room upwards are taught to be independent at meal and snack times. As a result, children become proficient in managing their own personal needs, relative to their age and stage of development. In addition, experiences are purposefully planned to teach children about healthy eating. For example, toddlers look at different fruits, talk about them, practise using a knife safely as they cut them and then taste them.

Babies have ample space to crawl and explore their surroundings to learn about the world. There are optional dance lessons for older children. Therefore, some children exercise and develop good balance and coordination as they move to music led by a visiting dance teacher. Children choose whether to play in or outdoors and do so as much as possible. Staff effectively teach children to understand and manage risks effectively. During outdoor

play, children practise physical skills and develop balance as they ride tricycles and walk across the wooden bridge. Indoors, children learn how to handle scissors and knives safely. They develop an excellent understanding of how to manage risks relative to their age supported and closely supervised by staff. Staff further support children's awareness of keeping themselves safe as they talk to children about road safety and engage them in practising the evacuation procedures of the nursery on a regular basis. Children confidently interact with visitors, which demonstrate they feel safe and extremely self-assured. Staff display photographs of children and their family members at low-level. Children look at these while staff talk about their families, which comfort them, support their ability to deal with feelings and enhance their communication and language development. Staff use photographs and puppets to help young children learn about a range of different emotions. Children are extremely well-prepared emotionally for each stage of their learning and for moving on to school. Children visit the next room to develop bonds with their new key person as they make the transition from each group to the next stage of their nursery life. The new key person receives a summary of the child's abilities so far from the previous key person. This ensures each child's good progress continues as they confidently settle into their new room. Similarly, children are emotionally very well-prepared by staff to move on to school. There is a strong and close working relationship with professionals and services. This ensures children with special educational needs and/or disabilities are fully supported to ensure they are not disadvantaged.

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

There are good arrangements for safeguarding children in the nursery. The premises are kept secure at all times and access to the building is carefully monitored by staff. Regular risk assessments and fire risk assessments are made. Following a recent visit by Ofsted the provider received a notice of action to improve, requiring them to meet the Early years Foundation Stage welfare requirements for Suitable People. The provider successfully met the action set by Ofsted. This inspection has been brought forward to check the provider continues to comply with the Safeguarding and Welfare requirements of the Early Years Foundation Stage. Robust recruitment and vetting, followed by in-depth induction and appraisal, check and monitor each staff's suitability to work with children. The manager keeps a detailed checklist to ensure all relevant checks are complete before staff are permitted to work unsupervised with children. Staff regularly sign a security and medical declaration to state there is no reason that affects their suitability to work with children. On a daily basis the well-established policies and procedures are implemented consistently by staff, which protects children well. All staff have a good awareness of the safeguarding and welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff are confident about the procedures to follow should they have any concerns about a child's welfare. This is because they regularly review their safeguarding policy, discuss safeguarding issues and have some staff trained at a higher level to support them. Staff are also familiar with the whistle blowing policy in place should there be any concerns with anyone working at or visiting the nursery. Staff are well-deployed to ensure children are well supervised and that ratios are met at all times.

Regular supervision sessions enable all staff members to reflect on their practice and identify future training needs. Each member of staff has a personal development plan with actions to achieve. In addition to external training, the company provides a wide range of training programmes, which support staff's professional development. Staff enhance the outcomes for children's learning as they put into practice what they have learnt. Room supervisors and the manager track children's learning and development records with staff to ensure accuracy. The progress of individual children or groups of children is identified and appropriate action taken to identify and close any gaps in learning. This supports all children to make good progress given their individual starting points and helps to prevent them being left behind.

The management team have a strong commitment to continuous improvement. Senior managers from the company visit the nursery regularly, complete a range of audits and provide support and guidance. Together, they effectively identify the nursery's strengths and areas to develop and as a result, there are positive improvement plans. Managers, staff, children and parents are included in the evaluation process. Children are regularly asked what they like about the nursery and parents' views are actively sought verbally, through questionnaires and an establishing parent group. Parents spoken to at inspection are pleased that their children enjoy coming to nursery and with the progress they make in their learning. Children benefit from the dedicated and caring staff team, who help them to enjoy learning. The nursery is highly effective in the way it supports children's development at home. Parents say 'we get homework' and 'have parent evenings even for babies'. In addition to the newsletter and website, text and email messaging have been introduced as further ways to keep in touch with parents. Parents volunteer to join a group, which meets every two months to discuss a wide range of nursery issues. Policies, including a suitable written procedure for dealing with concerns and complaints are shared with parents. Any concerns and complaints received are dealt with promptly and any action taken is appropriately logged. Positive links with other agencies and professionals, such as physiotherapists and speech and language therapists, make a strong contribution to meeting the needs of children with special educational needs and/or disabilities. Appropriate information is shared and this secures any support children need. Effective links with the providers of other settings, such as childminders and other nurseries that children attend ensures continuing support for children's learning and development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY264156
Local authority	Lancashire
Inspection number	952634
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	103
Name of provider	Busy Bees Nurseries Limited
Date of previous inspection	08/12/2011
Telephone number	01772 522 291

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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.

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.

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