

Busy Bees Day Nursery at Ashford

Unit 11, Eureka Place, Trinity Road, Ashford, Kent, TN25 4BY

Inspection date	24/04/2014
Previous inspection date	09/10/2012

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

- The exceptionally secure bond between key persons and their key children provides them with an exceedingly strong sense of emotional well-being.
- Staff make excellent use of the outside play areas to support children's learning and encourage physical play in the fresh air.
- All staff are extremely able at providing individual support for children, promoting inclusion well.
- Staff are very involved in the development plans for the nursery, giving a sense of ownership.
- There are very positive relationships with parents in place that supports information sharing.

It is not yet outstanding because

- The staff are not routinely engaging all parents in supporting their children's next steps in their learning at home, to contribute to the learning processes.
- The staff do not fully reflect and encourage the use of all children's home languages and cultures throughout the nursery.

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 observed activities in the four play rooms and the outside play areas.
- The inspector completed a joint observation and held meetings with the nursery manager.
- The inspector looked at some children's records, including their learning assessments and spoke to staff.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full report

Information about the setting

Busy Bees Day Nursery at Ashford registered in 2008 and is one of 226 settings operated by Busy Bees Childcare Ltd. It is situated in a business and retail development, on the outskirts of Ashford town centre, Kent. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm all year round, apart from the bank holidays.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 111 children aged from three months on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 26 members of staff, including two kitchen staff and an administrator. Of the 23 childcare staff, 16 hold appropriate early years qualifications, with 11 at level 3 and five at level 2. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery maintains strong links with other local Busy Bees nurseries.

What the setting needs to do to improve further

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

- strengthen strategies that successfully engage all parents in supporting their children's learning at home and in contributing to the learning processes

- improve the use of all children's home languages and culture across the environment and in their play, to help develop children's awareness of differences amongst people.

Inspection judgements

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

The staff promote children's learning and development effectively. Staff are securely aware of their key children's individual needs and ably plan for the next steps in their learning. Staff complete observations on children as they play to assess and track their stage of development. This helps ensure progress occurs and that they identify and narrow any learning gaps with individual planning. Parents have two formal consultations a year but can see the learning records and talk to the key person when they want. The staff are aware of the importance of gaining feedback on children's learning at home.

However, although systems are in place, such as suggestions of individual home activities, not every parent routinely contributes to the ongoing learning process. Parents do speak very positively of the information they receive. When children start, the information parents share about their child helps staff with their initial assessments. Staff provide parents with informative written progress checks for two-year-old children. The reports give detail on children's personal, social, emotional and physical progress, as well as their communication and language development. There are communication books available for any child if parents want this and they can decide what detail they want the key person to share. Staff gain detail from parents about children's backgrounds. However, staff are not always making use of all children's home languages in the environment and in their play to value their uniqueness and help other children respect differences.

The staff support children's developing communication and language skills in English well. They ask questions of children that need them to think of an answer and value their ideas and thoughts. The staff caring for babies and toddlers verbally reflect what they do and respond to their early attempts at speaking. The staff are very good at engaging children and motivating them to join in with activities. The pre-school children, in the Penguin group, thoroughly enjoy the music and movement activity. This provides children with a wide range of movements that help strengthen the physical abilities they need for early writing skills. Children chalk or draw on large sheets of paper or explore a mixture of water, bubbles and glitter in a tray following the actions in the song.

Babies enjoy exploring their room and having easy access to their own outside play area. The staff encourage them to access the varied resources to help develop their confidence and keenness to investigate. This results in young children who have an interest in learning. The staff in the Starfish group instil a strong exploratory interest in the toddlers. They spend time exploring at the water tray, using different containers to pour and fill. They play with the sand, with staff introducing different textures such as water or liquid soap. The two-year-olds in Dolphins show great concentration as they play in their sand tray, making sand 'castles' with different sized bowls. The key person groups enable staff to plan specific activities to support children's individual next steps. This may include teaching them to count or learn to converse with others. All children enjoy easy access to their outdoor play areas. This enables children to learn outside as well as indoors. For example, there are writing materials and books as well as ride-on toys. As children move through the nursery they clearly gain the skills they need for going to school. They are confident and keen to interact with the staff and others. They play cooperatively with other children and gain independence skills, such as going to the toilet themselves.

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

The key person scheme is exceptionally successful at helping children of all ages develop strong emotional attachments and promote their well-being. The key persons have highly positive relationships with parents that ensure constant information gathering. This means they get to know their key children extremely well, easily supporting their care and learning needs. The attention and consideration given to children's individual care needs significantly promotes inclusion. There are highly effective systems in place to ensure that

the staff routinely evaluate and support children's well-being and involvement. The staff carefully manage moves between nursery rooms to ensure children remain nurtured and settle quickly. For example, children have visits so they gain a familiarity with the environment before they move on. The recent weekly baby group encourages parents to attend and participate in activities with their children that supports their well-being, such as messy play or baby massage. A visit from the health visitor means parents can have health checks or baby weighs in familiar surroundings. Parents state they are happy with the care their children receive. For example, a parent comments that she has a 'happy and contented' baby.

Children quickly gain independence skills and confidence as they make choices about their play in the welcoming and very stimulating environment. The older children go to the toilet when they need, pour drinks and help serve themselves with some meals and snacks. Staff teach children the importance of hand washing from an early age as they wash babies hands with them after nappy changes. The staff manage children's behaviour particularly well. Children happily wait their turn, share resources when necessary and show they listen well. The staff teach children well about the importance of having a healthy lifestyle and how to keep safe. For example, they learn to consider the needs of others when using ride on toys outside or play in the sand. Children enjoy the nutritionally balanced nursery-cooked meals that cater for a variety of individual diet needs. The staff use the extremely well resourced nursery rooms and outside areas to plan exciting and fun activities. For example, children of all ages use the cardboard boxes imaginatively. The resources are at a low level to help children to make decisions about what they want to do and where they want to play.

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

The management team and staff demonstrate a clear understanding of the safeguarding and welfare requirements. The premises are safe and secure with appropriate risk assessments in place. Safety features, such as door hinge guards and easy view door panels, help keep children safe. There are systems in place that help staff monitor recordings of accidents and incidents. This helps ensure practices, risk assessments and staff training keep children safe. A positive deployment of staff ensures the permanent staff in the group rooms are key persons to enable consistent care for children. The staff are effectively deployed and supervise children well, both indoors and outside. The staff have a confident awareness about possible child protection issues and of the processes to follow should they have concerns. They complete safeguarding training and there are detailed written procedures in place. The comprehensive recruitment system ensures that the provider undertakes relevant and appropriate checks to help ensure staff suitability. A clear induction process helps new staff gain an understanding of their roles and responsibilities. There is effective ongoing support for staff with training, regular supervision sessions and annual appraisals. The management regularly monitor staff practices, carry out observations and plan in-house training sessions. Staff are keen to learn and improve their knowledge base or qualification. This helps improve the care children receive.

The staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage, and they ably support children's progress. The key persons are responsible for monitoring their children's learning records. These enable them to identify each child's learning and development needs and to plan accordingly. The management team uses robust systems for tracking and monitoring development, to ensure that all children make good progress. This helps identify any achievement gaps across the rooms or for different groups of children so staff can act quickly to narrow these. The self-evaluation of the nursery practice is informative with the views of parents, staff and children taken into account. Development plans are ongoing and demonstrate a secure willingness to improve outcomes for the children. In addition to the overall plans for the nursery, each group room has their own ongoing plans. There have been positive developments since the last inspection, demonstrating a strong capacity to continue improvements. There have been recent improvements to the outside play areas as part of creating a stimulating, learning environment.

There are very positive relationships with parents and staff engage extremely well with them to ensure their children receive the care and support they need. Parents comment that they receive good detail about their child's day. The communication books are very individual to each parent who decides what information they want noted. There are established links with others, such as speech and language specialists, health visitors and other early years setting where children also attend. This helps staff meet children's individual needs well, fully supporting effective partnership working.

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	EY388128
Local authority	Kent
Inspection number	966560
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	87
Number of children on roll	111
Name of provider	Busy Bees Childcare Ltd
Date of previous inspection	09/10/2012
Telephone number	01233 663386

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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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