

Busy Bees Day Nursery at Chandlers Ford

Pilgrims Close, Valley Park, Chandler's Ford, Eastleigh, Hampshire, SO53 4SD

Inspection date	30/04/2014
Previous inspection date	03/09/2013

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

- Effective leadership and management bring about continuous improvements in the professional development of staff and, therefore, the outcomes for children.
- Staff are sensitive and help children form secure emotional attachments, providing a strong base for children's learning and well-being.
- Staff provide tailored support for each child. Children make good progress given their starting points, including children learning English as an additional language.
- Staff work closely with parents and other professionals involved in children's care to help them meet all children's individual needs well.

It is not yet outstanding because

- Staff provide fewer opportunities for children to see letters in the play environment. As a result, this does not fully extend children's developing literacy skills.
- Staff do not consistently use mealtimes effectively to fully promote children's independence and self-care skills in the toddler and pre-school rooms.

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 indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, risk assessments, self-evaluation records, and policies and procedures.

Inspector

Jacqueline Munden

Full report

Information about the setting

Busy Bees Day Nursery is part of a large chain of nurseries. The nursery opened in 2002 and operates in purpose-built premises in Chandler's Ford, Hampshire. The nursery is divided into three units, each with access to an enclosed outdoor area. There is easy access for wheelchairs and a lift to the first floor, with toilet facilities on both levels. The nursery serves the local and surrounding areas. The nursery opens five days a week all year around, except for bank holidays, from 8am to 6pm. An additional hour of care is available at both the beginning and the end of the day, at the parents' request. There are currently 81 children, aged from three months to five years, on roll. The nursery receives funding for the provision of free early education for children aged three and four years. The staff currently care for children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is registered on the Early Years Register. The nursery employs 16 members of staff who work with the children. Of these, 10 staff hold appropriate qualifications at level 3 or above. The nursery employs an administrator and a chef who work on the premises.

What the setting needs to do to improve further

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

- increase opportunities for children to see and recognise letters in the environment, to further support their early literacy skills
- increase opportunities for children to develop independence and self-care skills in the toddler and pre-school rooms at mealtimes.

Inspection judgements

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

Children make good progress in their learning and development in relation to their starting points due to the good support they receive. Staff make accurate assessments of children's learning and development and devise targeted plans of how to help them progress. Parents are involved in the process. All children, including those learning English as an additional language, are valued and included. Staff learn, and use, key words in children's home languages which helps the children settle. Recorded messages and words in children's home languages are also available around the nursery. Staff help children to develop their use of English through lots of discussion. They use sign language to aid communication with children who have hearing difficulties. The strong focus on increasing all children's communication skills is evident throughout the nursery. As a result, children are interested and motivated to play and learn, and are confident speakers.

Staff plan a good balance of adult-led and child-initiated activities. They have a good knowledge of how children learn and encourage children to fully engage in their chosen activities. As a result, staff meet children's developing needs well. Babies relish exploring the paint with their hands and feet. They develop coordination as they grasp the easy grip paint brushes and build muscles as they make big sweeping movements. Staff encourage the babies to turn and manipulate shapes as they slot them into the correct shaped holes saying, 'that's the star shape'. This helps children to begin to understand the names of shapes. They clap their hands in delight as they repeat 'star'. The toddlers and the pre-school children are following a 'princess and pirate' theme. The toddlers develop their physical skills as they use scissors to cut out gold coins. They explore different creative materials as they decorate the treasure box and paint the sea on a very large piece of cardboard. These activities promote children's early writing skills well. Staff skilfully extend children's imaginary play outdoors by encouraging them to 'walk the plank' as they practice walking over the balance beam. This also further develops children's physical skills.

Staff in the pre-school room take every opportunity to promote children's interests and their learning. For example, children excitedly dress as pirates and princesses and bound about using cardboard tubes as swords. Staff gently guide their play to make sure they can express their ideas without hurting anyone. Staff increase children's understanding and vocabulary as they explain they can look through the tube like a telescope. Children make pirate ship wheels using paper plates which they decorate. Staff suggest they write their names on their wheels, repeating the first letter of individual children's names to help them learn the letter sounds. Children respond by copying the letters staff write which promotes their early literacy skills. Staff place words around the room and garden but there are fewer opportunities for children to see, and recognise, individual letters. As a result, this does not fully extend children's developing literacy skills. Staff proficiently use the characters in children's play, such as a dragon, in counting rhymes to develop children's skills in mathematics. This encourages children to take part and they eagerly take turns in counting the 'sleeping dragons'.

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

Staff recognise the importance of the role of the key person. They confidently explain the systems in place which help them build strong relationships with children to ensure they are happy and settled. Babies are comforted when they look at the family book that has photographs of their parents inside. Staff have a good knowledge of the children's backgrounds, the professionals involved in their lives, and their specific needs. Key persons prepare children well for their move to the next room within the nursery. They have a series of visits to the new room, with the child, to help them become familiar with the environment and to meet the new key person. As a result, children display great confidence. Staff work with parents to ensure their children's health needs are met. Overall, staff effectively support children to become independent, for example, as they help them to put their coats on and manage their personal needs. In the baby room, children are learning to feed themselves and drink from beakers. However, staff do not

consistently promote children's independence at mealtimes in the toddler and pre-school rooms. For example, they serve children their food which does not encourage them to learn to do this for themselves.

Staff teach children about healthy lifestyles well as they talk about foods that are good for them. Children enjoy healthy and nutritious meals that are cooked on the premises. Good attention to hygiene practices is evident at all times and children's care needs are met well. Children benefit from regular fresh air and exercise in the garden. The recently introduced 'garden challenge' project encourages staff to extend the range of activities in the garden. As a result, children are learning about worms in the new wormery in the pre-school garden. Plans are in place to include herb plants in the toddler garden to promote the children's sensory skills. Staff provide a rich and varied environment. They make sure children can choose from well-chosen play resources that support all areas of children's learning and development. Staff place a clear emphasis on safety and teach children to use resources safely and explain why it is not safe to run indoors. Consequently, children develop a good awareness of keeping safe.

Staff are good role models, helping children to learn good manners and to respect each other. They use consistent, effective and calm methods to help children to understand their feelings, and learn how to control their emotions. Staff work with parents, sharing strategies, to ensure continuity between home and nursery to promote children's emotional well-being. This approach has a very positive effect on how children behave and results in positive learning outcomes. It helps them to form friendships and prepares them well for the move to school and for their future learning. Staff form strong links with schools whose teachers visit to meet the children.

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

The Busy Bees organisation offers the manager and her staff team effective systems of support. All the previous actions and recommendations have been met. The appointment of a new manager after the last inspection has had a significant impact on the outcomes for children. Her great enthusiasm and good understanding of the safeguarding and welfare requirements drives her to develop the quality of the service provided. Staff are deployed effectively to meet the needs of children; they are alert and supervise children closely to keep them safe. Robust vetting and recruitment procedures ensure all adults working with children are suitable. Staff are clear of the child protection procedures to follow should they have a concern about a child in their care. All staff undergo a thorough induction that informs them of their roles and responsibilities in helping to protect children. Vigorous risk assessments and effective security measures help to keep children safe and secure.

The manager and staff team have a good understanding of the learning and development requirements. The manager uses the organisation's computerised tracking system to regularly monitor and check that children's progress is moving forward. She fosters a routine of reflective practice with her staff team. The action plan shows the manager

effectively prioritises areas for development and motivates staff well. Staff are encouraged to offer their thoughts and ideas which feed into the focus plans for each room. The ongoing, effective staff appraisal and supervision systems help to develop their professional development and expertise. Management organises tailored training events for staff in areas including behaviour management and the cycle of observation, assessment and planning. The manager uses effective ways to reinforce the training delivered. For example, she poses scenarios of unwanted behaviour to help staff build their skills in how they will respond. As a result, staff are very motivated and are confident to support children effectively. All those involved in the nursery contribute to the self-evaluation process. Parents complete surveys and attend parent liaison groups, and the manager welcomes the support of the local authority.

Staff develop strong partnerships with parents and carers through the improved key person system. They encourage parents to share information about their children's changing needs. Parents report they welcome the suggestions staff make of how they can further promote their child's learning at home. They feel the staff team has become more consistent, which has a positive effect on their children. Staff forge good links with schools children will go to, and with other settings children attend, to promote continuity in their learning and welfare. Staff work closely with outside agencies to support children with additional needs, which has a positive effect on children's well-being and learning.

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	EY225569
Local authority	Hampshire
Inspection number	966870
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	116
Number of children on roll	81
Name of provider	Busy Bees Day Nurseries (Trading) Limited
Date of previous inspection	03/09/2013
Telephone number	0238 0262703

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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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