

# Busy Bees Day Nursery at Warndon

Brindley Road, Warndon, Worcester, Worcs, WR4 9FB

<b>Inspection date</b>	14/04/2014
Previous inspection date	24/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
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## The quality and standards of the early years provision

### This provision requires improvement

- Babies and children are happy and settled in inviting and stimulating surroundings, enjoying positive relationships with other children and with the kind, approachable staff.
- Robust observation, assessment and planning procedures ensure that babies and children enjoy rewarding activities which are, in the main, tailored to their individual needs and interests and promote their good progress.
- Strong partnerships with parents, other agencies and schools underpin the staff's success in meeting each child's care, learning and development needs. This includes highly effective assessment of and provision for children with special educational needs and/or disabilities and those who speak English as an additional language.

### It is not yet good because

- Inconsistencies in monitoring of outdoor security recently resulted in a child leaving the nursery premises. The provider took immediate action to investigate the incident and to involve all nursery staff in implementing robust safety and security procedures. However, too little time has elapsed since the incident to ensure that these procedures are consistently understood and applied by staff.
- Pre-school staff are not always successful in promoting children's sustained concentration and purposeful engagement during free-choice activities.

## 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 baby, first steps, toddler and pre-school rooms and the outside learning environment.
- The inspector held meetings with the nursery manager, deputy manager and the company's childcare and curriculum advisor.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector looked at and discussed children's assessment records and planning documentation.
- The inspector checked evidence of suitability, qualifications and training of staff working with children
- The inspector looked at and discussed the nursery's self-evaluation form and improvement plans.
- The inspector discussed and looked at records and procedures relating to safeguarding, safety and security, and provision for children's health and care.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in other feedback from them.

## Inspector

Rachel Wyatt

## Full report

### Information about the setting

Busy Bees Day Nursery at Warndon was registered in 1999 and is on the Early Years Register. It is one of 213 registrations operated by Busy Bees Day Nurseries Ltd. The nursery operates from a two-storey building situated on a small retail park in the Warndon area of Worcester. The nursery serves the local area. The ground floor is accessible to all children and there are stairs to the first floor. There are enclosed areas available for outdoor play. The nursery has some goldfish. The nursery employs 30 childcare staff. Of these, 22 staff have relevant early years qualifications. One member of staff holds Qualified Teacher Status, two members of staff have early years degrees and another member of staff has a Foundation degree in early years. Of the remaining staff, 17 have qualifications at level 3 and one member of staff has a qualification at level 2. The nursery employs three apprentices who are working towards qualifications at level 2 or 3. An administrator, a cook and a kitchen assistant also work at the nursery. The nursery opens Monday to Friday, all year round, closing for bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 147 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. The nursery is a member of the National Day Nurseries Association.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure recently revised arrangements for supervising the work of contractors and for checking the safety and security of the nursery garden are fully understood and consistently carried out by staff.

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

- enhance the quality of pre-school staff's teaching during free-choice activities so they consistently focus on children's individual learning priorities and interests to promote their active and sustained involvement.

## Inspection judgements

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

Babies and children are eager to learn. They relish the inviting well-resourced surroundings and respond to the staff's, in the main, high quality teaching. The staff's

robust observations, assessment and tracking of each child's progress and regular information sharing with parents and others mean they clearly understand how well each child is progressing. They know which aspect of their development to focus on next and consistently plan for these and children's interests. Parents' views about their children's learning and development are welcomed and acted on as are children's ideas and suggestions for activities and toys. Robust monitoring of children's progress means that any concerns about their development are promptly and accurately identified. Managers and staff are conscientious and professional in their work with parents, carers and other agencies. As a result, they agree and implement well-targeted plans and early support for children with special educational needs and/or disabilities and for children who speak English as an additional language.

Overall, the quality of planning and teaching is good. Babies and children are helped to become effective learners and to make good progress in relation to their starting points. The adults understand how young children learn. They create exciting learning environments and plan and organise rewarding activities which stimulate babies' and children's eager responses, exploration, imagination and discovery. They become confident to learn independently and also with others. For instance, staff working with babies and toddlers consistently support these younger children in playing alongside each other and then to begin to cooperate. Babies and children are also keen to get involved in activities because staff are enthusiastic and approachable. In the main, they effectively promote and extend babies' and children's engagement and purposeful learning. However, sometimes in pre-school, staff are distracted or do not consistently focus their interactions and support for children during their free-choice play. As a result, opportunities are missed to enhance some children's concentration, understanding and skills.

The nursery has highly effective programmes for ensuring children acquire communication and language skills. Careful monitoring and precise assessments enable staff to quickly identify if a child is at risk of delay in their understanding and/or speaking, including those children for whom English is an additional language. The nursery's special educational needs coordinators, key persons, including a Polish worker and other agencies work effectively together, and with parents and carers to implement individual support for each child. In addition, staff generally interact well with babies and children, encouraging their responses and emerging vocabulary. There are many lively discussions and children confidently use expressive language to recall events, to describe what they are making or doing and to express their often highly imaginative ideas. Children competently use language for thinking as they ask and answer questions. Staff further support children in recognising and using letters and sounds. Throughout the nursery, babies and children have many opportunities to develop control and coordination through exploratory play with sand, water, soil and dough. They make marks using different tools and materials. Older children develop good control and recognise and talk about the marks and letters they form.

Babies and children love being outside and relish experimenting and exploring natural materials. Pre-school children are keen to investigate, examine and collect natural resources and pretend items they find in their Forest School area. They eagerly place items in see-through containers and also use magnifying glasses to help them to closely examine and describe their finds. Toddlers are interested in how things work and fit

together. For example, a member of staff involves toddlers in finding out what happens when they make a line of upright blocks and knock the end one over. She moves them on to make something out of the blocks, which the children decide is a train. The children eagerly find, count and name a selection of dinosaurs and wild animals which are to travel on their train. The member of staff develops their understanding and recognition of number and size as children group and compare what they describe as 'baby, mummy and daddy' animals. Meanwhile, another member of staff effectively helps two toddlers who speak English as an additional language to identify and name different parts of the face and body as they make figures from another type of construction toy.

Parents and carers are encouraged to be actively involved in their baby or child's learning and development. There are very effective strategies for them and staff to exchange information about their child's activities, interests and achievements. Parents' feedback about their children's abilities and activities at home help staff to accurately assess their starting points, ongoing developmental needs and to plan for these and their interests. Staff give parents regular feedback about their child's learning and development, including more formal assessments and ideas for activities to follow up at home. Parents and carers are encouraged to take part in various activities and special events at nursery, including sessions focusing on different aspects of the curriculum and children's early learning.

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

Not all staff have fully understood how to consistently maintain a safe and secure environment for children, so that recently the exterior garden gate was left open and a toddler briefly left the premises. Since then the provider, managers and staff have acted completely appropriately to improve procedures and staff's understanding of these in order to minimise the risks to all children.

In other respects, babies' and children's well-being is effectively promoted. For example, from the time babies and children start at nursery, staff find out about and fully meet their individual health, care and dietary needs. In particular, they carefully manage babies' and children's food allergies and dietary needs. Staff also consistently promote babies' and children's comfort and good hygiene. They reassure babies and toddlers during efficiently managed nappy changes and calmly help toddlers to independently use the potty and toilet. Staff teach children about the importance of good hygiene during handwashing routines, and enthusiastically support them in enjoying plenty of outdoor play and taking part in fun exercise sessions. They help children to develop control in movement and balancing and to understand why exercise is important for their good health. Babies and children are also well-nourished. They enjoy freshly prepared well-balanced snacks and meals.

Priority is given to helping babies and children to feel emotionally and socially confident so they soon settle when they first start at nursery or move to a different room. Parents are encouraged to give staff as much information as possible about their baby's or child's background, characteristics and interests. Staff make sure this information is reflected in their planning of resources, activities and routines. As a result, babies and children feel

comfortable and develop a sense of belonging because they see and use things that they like and know about in their new surroundings. The key person system also works well so that babies, children and parents feel welcomed and develop positive relationships with staff. They work closely with parents and carers to ensure children's settling-in sessions are adapted to cater for individual needs and run smoothly. Babies and children also readily respond to the staff's kind and caring manner and to the most inviting surroundings. Indoor and outdoor areas very well equipped and activities and resources are effectively presented. As a result, babies and children can readily see what is available and help themselves to a wealth of exciting resources which inspire their confident exploration, imagination and creativity.

Staff ably support babies and children in developing the confidence and social skills needed for their future learning, including going to school. Throughout the nursery, staff explain to babies and children what is happening next and what is expected of them. They encourage and praise their good behaviour and help them to interact and learn well with others. For instance, staff working with toddlers consistently join in their activities, skilfully explaining and role modelling turn taking and sharing. Children readily respond to staff's requests, for example, to line up and to safely go down the stairs or move around the premises. They assist with tasks, such as tidying away toys and clearing up after lunch. During sessions and routines, such as snack and meal times, staff create a relaxed atmosphere where babies and children feel confident to relate to others. There is often a buzz of conversation as children chat to each other and staff interact with them and babies. As part of their preparing, children emotionally and socially for school, staff include activities and discussions about the different schools they are moving on to. This includes finding out about the staff, different buildings and uniforms, as well as incorporating certain school routines into nursery sessions, such as getting ready for physical education or adapting lunch times to be more like school.

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

The leaders and managers in the nursery have an adequate understanding of the requirements to safeguard children. Following a recent incident when a young child briefly left the nursery garden unaccompanied, they notified Ofsted and followed their safeguarding procedures to inform the Local Authority Designated Officer (LADO). The child's parents were also notified. The LADO asked the nursery to carry out an internal investigation which was ongoing at the time of the inspection. Leaders and managers found that the incident was avoidable and took immediate steps to prevent a recurrence. They reviewed and changed procedures for supervising any contractors who are on the nursery premises during operating hours. Managers and staff attended a full staff meeting to discuss and review safety, security and safeguarding procedures, including their work with contractors. Additional equipment has been ordered to further improve the security of the gate. At the time of the inspection, leaders and managers were continuing their discussions with staff about the incident.

The inspection found that staff are effectively deployed to supervise and support babies and children during outside and indoor activities. They are now sufficiently vigilant about checking security and safety indoors and outside. This includes having relevant health and safety check lists to refer to and use as part of their risk assessing. However, when the incident occurred, staff had not used this guidance or visually checked whether the garden was safe and secure for babies' and toddlers' use. At inspection, leaders and managers were continuing to examine evidence relating to staff's conduct and performance at the time of the incident. As a result, their findings are incomplete and security procedures are not yet sufficiently embedded for the provider to demonstrate that these can be sustained and understood, and always rigorously applied by all staff.

Other aspects of the nursery's leadership and management are effective. In particular, highly effective partnerships between the nursery, parents and other agencies make a significant contribution to meeting individual children's care, learning and development needs. Children are also well-prepared for moving on to full-time education as a result of the managers' and senior staff's positive links with the different schools they are due to attend. They help parents to prepare their children for school and adeptly incorporate aspects of school routines and experiences in to nursery sessions. The nursery's educational programme and learning environment continues to be rewarding and exciting. Robust observation, assessment and tracking systems enable managers and staff to accurately monitor babies' and children's progress and the quality of staff's planning, their teaching and of different aspects of the educational programme. Other aspects of evaluation and monitoring by leaders and managers are, in the main, rigorous and effective. Parents' feedback, including their representation on the nursery's Parents' Partnership Group, continues to influence the development of the nursery, and children's ideas and suggestions are central to the day-to-day planning of activities and resources.

There are robust arrangements for recruiting staff and for checking their suitability. Thereafter, there are, in the main, effective measures for their induction and for supporting their ongoing professional development through mentoring, training and regular one-to-one supervision meetings. Staff are offered regular training opportunities, including attending in-service training sessions. Effective professional development and training contribute to the good quality teaching in the nursery. Leaders and managers also ensure staff maintain current paediatric first aid qualifications and keep up-to-date with safeguarding training. Nursery managers and senior staff have expertise and experience of working with vulnerable children and families. They make sure that staff have effective support and regular opportunities to discuss different aspects of safeguarding to give them the skills and confidence to recognise different aspects of abuse and know what action to take if they have concerns about a child's welfare.

## 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>	205403
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	968647
<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>	112
<b>Number of children on roll</b>	147
<b>Name of provider</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Date of previous inspection</b>	24/04/2013
<b>Telephone number</b>	01905 759 001

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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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