

# Busy Bees Nursery at The University of Salford

Frederick Road Campus, SALFORD, M6 6PU

<b>Inspection date</b>	19/12/2014
Previous inspection date	18/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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 teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are well prepared for their next stage of learning.
- Safeguarding is good. The leadership team take successful steps to ensure that all staff have a good understanding of child protection and the whistleblowing procedure through effective training. Therefore, children are protected and kept safe from harm.
- Reflective practice is efficient. The self-evaluation plan in place ensures priorities for improvement are identified and clearly shows the management's drive to raise the standard of the provision further.
- Staff establish good relationships with parents, which underpin an effective key-person system. They involve parents in their children's learning, which aids progress.

### It is not yet outstanding because

- Staff do not effectively use the outdoor environment further in order to build on children's literacy and numeracy development.
- At lunchtimes, there are missed opportunities for some children to be supported in developing their self-help skills. Consequently, children do not always have occasions to learn to become independent.

## 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 toured the whole of the indoor area of the nursery. She observed activities in all of the rooms, the garden and the interaction and learning between staff and children.

■ The inspector checked evidence of suitability and qualifications of staff working with the children and the assistant manager's understanding of self-evaluation and improvement.

■ The inspector sampled a range of documents which cover the learning and development requirements including observations and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.

■ The inspector held a meeting with the assistant manager. Discussions took place between staff, children and the inspector at appropriate times during the inspection. The inspector took into account the verbal and written feedback of the parents.

## Inspector

Lisa Maidment

## Full report

### Information about the setting

The Busy Bees Day Nursery at the University of Salford nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Salford University's Frederick Road campus, in the Salford area of Manchester, and is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from a purpose built building and there is an enclosed area available for outdoor play. The nursery employs 39 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level three, including three staff with Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 120 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:

- enhance and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment
- support all children to become independent at lunchtimes, for example, by encouraging them to help themselves to the food provided and pour their own drinks.

## Inspection judgements

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

The quality of teaching in the nursery is good. The nursery provides a range of activities and experiences which motivate and engage children, covering all the areas of learning. Children have opportunities to engage with interesting activities. For example, they make pizzas for snack, to encourage them to learn and develop. Staff use words, such as 'What would you like to put on it?' to inspire children to think before replying. They extend children's understanding of communication using words, such as 'ripe' and 'strong-smelling' to describe the foods used. In the baby room, children are encouraged to discover new sounds by shaking various sensory bottles to stimulate their senses. Babies babble away in response to staff speaking with them, encouraging early communication skills. They give smiles and laugh when their learning is fun. The staff in the toddler room encourage physical skills by encouraging children to engage in wake and shake music and

movement sessions in the morning. Children actively take part in stretching, jumping and dancing to music which stimulates their interests, ready to engage with their learning. As a result, children learn vital skills ready for their next stage of learning, and eventually school.

Parents actively take part in the settling-in procedure in the nursery. They provide vital information when children first start which enable staff to engage with children and benchmark their development quickly. This particularly supports children with special educational needs and/or disabilities and those who speak English as an additional language, to make good progress. Observations form the basis for children's ongoing assessments, and through effective monitoring, highlight any gaps in individual learning. Planning is built from children's current interests and next steps are highlighted to ensure children receive bespoke teaching. For example, young babies confidently explore tyre tracks on paper using paint, as they have an interest in cars. Communication is encouraged with the member of staff saying 'brmmm!' and 'drive the car along the paper' to encourage early speech and understanding. Learning journals provide a view of how children build up their learning as they move through the different rooms. Photographs accompany observations to show how children learn. Staff know that children learn at their own rate and plan activities, which keep children stimulated and eager to learn. Young children enjoy playing on the computers, recognising and learning letters in their names. Staff support this through demonstration and ask questions such as 'What comes next?' to encourage children to make predictions. Consequently, children learn at a good rate and offer predictions appropriately learning essential skills ready for school.

The nursery is attractively laid out. The rooms for all children's play are warm and bright. There is a large space in the middle of the nursery for all aged children to come together to play. The resources in each room are attractively displayed. For example, in the baby room, different coloured areas depict areas for different emotions. The purple area is calm and depicts a soothing and tranquil area, or the black and white area stimulates babies to engage using different senses. The pre-school room allows children to make choices by helping themselves to resources which interest them. The toddler rooms create areas where children focus for short periods of time, reading stories or painting; developing their role play in the kitchen area or engaging with small world activities. Phonics programmes develop children's understanding in the pre-school room, ready for school. The whole nursery has interesting and stimulating wall displays and children proudly show off their work to people who collect them. Information boards give parents ideas to engage with home learning and the nursery's online website offers information and advice. All children have opportunities to play outside daily. This supports children's physical development. There is lots of room for children to engage in activities which stimulate their imaginative skills. Children have opportunities to develop their literacy, making marks on paper and recognising simple letters in their names. However, this is limited in the outdoor area, as there is not enough print or numbers in the environment.

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

The key-person system is embedded very effectively within the nursery. Parents know who looks after their children and staff make sure they know the families well. Children

are handed to their designated person daily and vital care information is exchanged to ensure they are looked after appropriately. Children have bespoke packages of care during the settling-in period. Parents are encouraged to leave their children when they feel ready. This helps families and children develop new routines and avoid quick separation, upsetting a child. Staff encourage children through praise and encouragement. Young babies look to their key person for reassurance when they are upset or unsettled. Older children enjoy having cuddles while reading stories and encouragement is given to children who achieve their goals. This develops their emotional well-being. Staff help children to develop good behaviour by modelling effective encouragement and boost their self-confidence. They show a good understanding of all children's needs and work closely with each other to raise self-esteem. Therefore, children develop good emotional skills, to enhance their personal and emotional development.

Children have a good awareness of healthy lifestyles. At lunchtime, in the pre-school room, children help themselves to crockery and cutlery ready to eat their food. The chef in the nursery cooks fresh home-made food which is nutritious and wholesome. However, there are missed opportunities in some of the rooms of the nursery to develop independence skills at lunch and snack time. For example, children are given meals already served on plates, missing out on experiences to help themselves to food and promote independence. At snack time, children have fruit, and staff talk with children about how beneficial this is to eat, to develop strong bodies. Water is available constantly throughout the day in all rooms and children search for their photograph on their bottle before drinking. Younger children are supported effectively from their key person, encouraging them to hold forks and spoons to develop self-help skills. Babies try out new foods and textures to mature their taste buds. Key persons encourage children to learn how to wash their hands appropriately. Care routines are followed according to parent's instructions. As a result, children develop new tastes when trying out food and learn vital personal skills in preparation for school.

Children have daily opportunities to develop their physical skills. Every morning, before sessions start, children actively move to music to get their bodies ready for the day. This stimulates brain development and encourages children to become eager to learn. All children are offered time in the outdoors and have free-flow access to the outdoor environment. In the baby room, younger babies are fully supported to learn how to stand and walk. Staff encourage children to move around furniture before taking their first steps unaided. Toddlers dance to music and sing songs with actions which support their energy levels. Staff plan daily routines that have physical play firmly embedded in their day. Pre-school children are encouraged to go outdoors daily to get fresh air. They kick footballs, pedal bicycles and run and jump over obstacles. Children take risks balancing on beams or use a wheel barrow to support them digging. Bug hotels dotted around the garden encourage children to be inquisitive about living things and develop their understanding of the world. Games, such as 'What's the time Mr Wolf?' support children's mathematical development. Children dig in the sand and build castles or engage in imagination in the tents available. Therefore, children engage in physical activities which develop their physical skills and engage in activities that promote healthy and safe lifestyles.

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

**provision**

Safeguarding is good throughout the nursery. All staff attend relevant safeguarding training annually which provides them with up-to-date practice and reminds them of their responsibilities of child protection. Staff have a good understanding of the different signs and symptoms of abuse. They know what procedures to follow in the event of an allegation made against a member of staff or a disclosure made by a child. There are effective policies and procedures in place to ensure compliance with all safeguarding issues. Fire drills are carried out regularly which provide children with the vital information needed in the event of an evacuation. There are a number of staff who have a current paediatric first-aid certificate and understand what to do in an emergency. Suitable safety equipment is appropriately situated throughout the nursery and staff use daily checklists to ensure their area of the nursery is compliant. This makes sure children are safeguarded against any identified hazards and controls are in place to minimise risk. As a result, children are effectively safeguarded and can play in a secure environment without the risk of harm.

The leadership team work effectively together. They share information to ensure that the nursery operates at a good level. All staff have been recruited appropriately and sign annual declarations of suitability to ensure they remain fit and healthy when working with children. Regular supervisions take place to exchange important information between the management and all staff. Training needs are highlighted and there is a good programme of training available from the nursery's head office to support staff in continuing their professional development. Teacher mentors are employed to continue to support staff when teaching children and ensure all children make good progress. The leadership team monitor the educational programmes of all children in the nursery. The monitoring and self-evaluation of the nursery highlights any weaknesses in practice, and the leadership team and teaching mentors implement programmes of improvement. This is effective as recent monitoring highlighted an underachievement of mathematics. Consequently, a balance of mathematical programmes has now been implemented across the nursery to improve the outcomes for children. This ensures all staff receive the support they require to improve their teaching methods and any gaps in children's learning are quickly narrowed.

The nursery works in partnership with local authority agencies. They support key people who teach children with special educational needs and/or disabilities. This provides a valuable support to ensure children narrow the gap in their learning and provide the best learning outcomes for them. The nursery works closely with other settings and schools. The transition to school for children in the pre-school room is smooth as good partnerships are built effectively. Teachers from various local schools meet with key persons of children who are moving over. They come into the nursery and meet with the children. This practice ensures they have as much information as possible in order to effectively teach children when they attend the schools and smooth out the settling in process. Parents evaluate the nursery effectively. They receive regular newsletters and the leadership team ask them to complete effective questionnaires to air their views on the nursery and its practice. Parent's verbal feedback highlights how lovely the setting is. For example, 'The nursery's team of staff is highly effective and I feel confident that my child makes good

progress in their learning'. They comment on how nice it is to have a nursery close to where they work that provides a good service where nothing is too much trouble.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY422573
<b>Local authority</b>	Salford
<b>Inspection number</b>	852333
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	104
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Busy Bees Nurseries Limited
<b>Date of previous inspection</b>	18/11/2011
<b>Telephone number</b>	01612950707

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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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