



# Busy Bee PDN Inspection report for early years provision

<b>Unique Reference Number</b>	206221
<b>Inspection date</b>	11 January 2006
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<b>Registered person</b>	Busy Bee Private Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## About this inspection

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

## The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT SORT OF SETTING IS IT?**

Busy Bee Private Day nursery Limited opened in 1992. It operates from a large detached house set in half an acre of garden. The day nursery serves the local community and surrounding areas.

There are currently 51 children from 3 months to 5 years on roll. This includes 14, children who are in receipt of funded education. At present there are no children with special educational needs or children with English as an additional language.

The group opens 5 days a week all year round. Sessions are from 07:45 until 18:00.

Ten full time and three part time staff work with the children. Over half of the staff have early years qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good. Children are developing a good understanding of hygiene procedures as they follow the good examples set by staff with regard to hand washing before eating and after using the toilet. Older children are independent in hand washing and babies hands are wiped by staff using separate hand wipes for each baby. Children are also aware of good hygiene as they help to serve out snacks using serving utensils. For example, when children who are serving pieces of fruit to the rest of the group, drops a piece on the table they tell staff it needs to be put in the bin as it is dirty. Through their access to a large outdoor play area, children have many opportunities to engage in a good variety of activities which enhance their physical development. For example, climbing frames of various sizes for different aged children, ball games and wheeled vehicles, such as, tricycles and scooters.

Staff follow good hygiene practice when changing nappies as they wear aprons and gloves and clean down the changing area after each use. Each child who requires a sleep during the day is supplied with their own 'bed bag' which contains their individual sheets and pillows for them to use, helping to prevent the spread of infection.

Children are provided with healthy nutritious food at snack and meal times, such as, fresh fruit, fish and fresh vegetables. Children with special dietary needs are well catered for and staff ensure they are able to participate in baking activities by providing suitable ingredients.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good. Children are cared for on secure premises and in a bright and welcoming environment. The large enclosed garden is used for outdoor activities and when staff take children on local visits into the community they ensure written parental permission is obtained. All rooms are well heated and ventilated with the exception of the upstairs kitchen. This area is cold and therefore is uncomfortable for the babies when they are eating snacks and lunch. However, staff ensure bottle fed babies are comfortable by feeding them in comfort on the sofa within the play room.

Regular risk assessments ensure children have access to safe and suitable equipment. For example, high chairs and pushchairs are fitted with safety harnesses and toys are regularly checked and cleaned to maintain suitability. Through regular fire drills children are beginning to understand the emergency evacuation procedure. Sleeping babies and children are supervised at all times to ensure they are safe.

Children's welfare is further enhanced as all staff have undertaken training in child protection and the manager is fully aware of the local Area Child Protection Committee procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good. Children form good positive relationships with staff and are happy and content within the environment. Staff plan a full range of activities using the Birth to Three Matters framework which ensures babies and toddlers have access to stimulating activities which help them to progress and develop in their learning. They undertake creative and imaginative play through a range of activities such as, painting, baking and role play. Group

singing and stories encourages their ability to share and listen. Staff incorporate outdoor activities into the planning to ensure babies and toddlers gain from outdoor experiences. For example, visiting the local shops and playing in the outdoor play area.

## Nursery Education

Children continue to form good relationships with their peers, the adults caring for them and with visitors to the setting. They enjoy experimenting and exploring with a range of mediums such as, paints and with the aid of magnifying glasses they look at different leaves and talk about the similarities and differences. In sand and water play they extend their mathematical knowledge and understanding through volume and capacity. For example, filling bottles of different sizes. Children enjoy playing with small world toys such as animals and are able to place them in groups of size and animals from the same family helping them progress in their development of mathematics and language skills. They participate in topics and themes which enhance their understanding of the wider world through celebrations around the world and through themed role play activities, children are progressing well and increasing their imaginative skills and knowledge. For example, when acting out doctors surgery they use bandages and plasters and are learning the importance of injections to prevent some illnesses and diseases. Through the use of songs and rhymes children are learning letter sounds and their good access to books and other reading materials, such as leaflets in the role play area, enhances their understanding of the written word.

The quality of teaching and learning is good. Staff have sound knowledge and understanding of the foundation stage and they use the stepping stones to plan effectively with sound objectives. Good questioning techniques are used to encourage the children to think for themselves and enhance their learning in order for them to make good progress. Staff use clear explanations when talking to the children. For example, when children ask if they can have the music on to dance to in the role play area, staff explain that whilst children are playing in the area there is not enough room for dancing but that they will put it on for them later. Whilst a key worker system is in place it is not used effectively in order that assessments of individual children can be undertaken and their progress recorded. However, staff work well with the manager and the early years development worker to identify areas for improvement, such as, using the stepping stones to base objectives for children's learning.

## Helping children make a positive contribution

The provision is good. Children are well behaved and have a good understanding of the setting's rules and boundaries. They co-operate well, sharing and taking turns. For example, they share out the small world animals to ensure all can participate and they help with the serving of snacks and drinks. Staff manage children's behaviour well. They talk to the children and use explanations in ways that children can understand and follow.

The setting has good systems in place to ensure that any children who may attend with special needs are appropriately cared for. A special educational needs officer is in place who attends regular training to ensure the settings policy and procedure is kept up to date.

The partnership with parents and carers is good. They receive written and verbal information which provides them with relevant information about the setting and their children's progress. Appropriate communication between staff and parents support children's learning in both the setting and home and parents are kept up to date with their children's progress through written reports. The setting has a good comprehensive complaints procedure in place. Any concerns or complaints they may receive from parents is adequately dealt with and recorded to ensure children continue to be cared for in line with parental wishes.

Children's social, moral, spiritual and cultural development is fostered. They benefit from access to a quiet area where they are able to spend time alone with books. Local culture and society is well promoted through visitors, such as the fire officer, attending sessions and their cultural development is fostered through topics which staff plan around world celebrations.

## Organisation

The organisation is good. Children are relaxed and happy within the organised environment. All relevant documentation is in place to ensure children are well cared for and to support the practice of the setting. Staff have a good understanding of the provision's policies and they share information with parents regularly.

The Leadership and management is good. The manager and staff recognise the provision's strengths and weaknesses

and show commitment to address these areas for improvement to ensure children's progress continues. All staff are fully committed to ensuring children's needs are met. Staff hold monthly meetings, which include evaluating activities overall. Equality of opportunity is promoted, ensuring all children are making good progress. The manager and staff communicate well with parents and seek guidance and assistance from other professionals. All staff working in the setting are vetted to ensure children are cared for by adults who are suitable to do so. Until all checks are clear, staff are not left alone with children, ensuring their safety and well being is promoted.

### **Improvements since the last inspection**

At the last inspection recommendations were raised with regard to room temperatures and hygiene practices. Since the last inspection positive steps have been taken with regard to ensuring children are kept warm and comfortable within the premises. All rooms used by the children are of adequate temperature which is monitored with the use of room thermometers. However, the upstairs kitchen, where babies sit in high chairs to be fed is still cold. Hygiene procedures are followed by all staff and children are developing a good understanding of the importance of hand washing in order to prevent the spread of infection. With regard to children's bedding, staff are pro-active in ensuring all children who use the sleep facilities, such as, cots and sleep mats, have their own bedding which is stored in bed bags and is laundered at the need of the week, helping to prevent the spread of infection.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- maintain adequate temperature in the upstairs kitchen where babies are fed.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the assessment process to ensure individual children's progress is recorded.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)