

# Busy Bee Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY345461
<b>Inspection date</b>	19 July 2007
<b>Inspector</b>	Sjertsje Ebbers
<b>Setting Address</b>	Busy Bee Private Day Nursery, 23 Hilcote Street, South Normanton, ALFRETON, Derbyshire, DE55 2BQ
<b>Telephone number</b>	01773 580164
<b>E-mail</b>	
<b>Registered person</b>	Young Explorers Private Day Nurseries LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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 opened in 1992 and was purchased by the current owners in 2007. It operates from two floors of converted domestic premises, in the town of South Normanton, Derbyshire. There is a secure enclosed outdoor play area. The day nursery serves the local area and surrounding villages. The setting opens five days a week all year, except Bank Holidays. Sessions are from 07.30 until 18.30. There are 65 children on roll. This includes five three-year-old and ten four-year-old children who receive funding for nursery education. The nursery employs ten members of staff who work with the children. They all hold appropriate early years qualifications or are working towards them. The day nursery is owned by Young Explorers Private Day Nurseries Ltd. One of the owners holds appropriate early years and teaching qualifications and is on site every day.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning good personal health and hygiene through clear routines that staff have put in place. Children know, for example, to wash their hands before meals and readily line up to use the sink. An automatic dispenser with paper hand towels is used to help prevent the spread of infection. Staff are good role models and help children to understand why they need to wash their hands and keep themselves healthy. All necessary paperwork is in place to record any accidents that may occur and any medication that is administered to children. These are shared with parents on the day.

Children have interesting and practical opportunities to learn about healthy eating. They are involved with growing herbs and vegetables. Children also get involved with preparing and cooking food. Meals provided are nutritious and consist of fresh fruit and vegetables and other healthy ingredients. Meal times are organised around children's needs and routines and their maturity is taken into account. For example, the children in pre-school are able to access snacks themselves in between activities. This ensures that their activities are not disrupted and that their learning is continuous. Children are able to select the food for themselves and have good portions. Staff ensure food provided is in line with children's dietary needs and regularly discuss children's food intake in particular with parents of babies. Water and juice is offered at snack time, children are given a choice. Water is easily accessible for children, both in and outdoors. The children in pre-school have access to a water dispenser.

Children are making good physical progress. They have ample space to move and run around freely. Children have access to a wide variety of outdoor resources, including large equipment to develop skills such as climbing, balancing and jumping. As a result, they climb, ride bikes and use the slide with confidence. Children thoroughly enjoy the play materials that staff put out for them, such as blowing bubbles and balloons. Staff help children to practise throwing and catching and slowly increase the distance to provide more challenge. Children have access to smaller equipment that develops their hand-eye coordination and they access play dough, pencils and paintbrushes themselves. Children in the pre-school have many opportunities to practise their writing and as a result they have good pencil control.

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

The provision is good.

Children's health and safety is given high priority by staff. Children are cared for in a safe well-maintained environment where staff are proactive in identifying risks and minimising these. In each room thorough risk assessments are carried out and these are readily accessible for staff and parents. This means that children are able to move around safely and independently, both indoors and outside. Staff carefully monitor the arrival and collection of children and ensure visitors sign the visitors book.

Children enjoy the fresh air and spend much of their time playing in the large outdoor area. Staff remind them to apply sun cream and to wear their hats to protect them from the sun. Children are getting plenty of exercise and move around with increasing control. Staff closely observe them and remind them to slow down when necessary to prevent accidents. Equipment and resources are kept clean and checked for faults. Toys are regularly updated to ensure they are age-appropriate and are stimulating for all children. Children feel safe around staff and

seek for their comfort when they are exposed to unfamiliar experiences. For example, some of the babies explore the room but crawl back to staff to seek closeness and reassurance when exposed to new situations. Extra vigilance is taken for the safety of babies. Baby rooms are well organised and items are clearly labelled to ensure babies receive consistent care.

Children are actively learning to keep themselves safe. They practise fire drills and they create fire exit signs to make them aware of where to go in the event of a fire. Children also know to dial 999 when there is a fire or emergency. They are excited by a visit of the fire brigade and ask the fire fighters many questions. Children all get a chance to get involved, using the hosepipe, dressing up as a fire fighter or going in the fire engine.

The setting has a comprehensive folder with procedures and documents in place to ensure children's welfare is safeguarded and promoted. There are very clear guidelines on the safeguarding of children that help support staff in their role. Staff have updated their knowledge and skills on child protection by attending recent training. This means that they have a good awareness of the signs and symptoms of abuse.

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

The provision is good.

The setting has a very good understanding of the needs of the younger children and provides appropriate activities and resources to support children's physical and emotional development. Child initiated play is encouraged and there are plenty of opportunities for children to select their own resources. All children move freely around the room choosing from the wide variety of fun activities. For example, staff read out a book about holidays with lots of expression in their voice and face. The story is effectively linked to children's experiences at home and at the nursery. As a result children are very interested in the activity and are animated. Babies and toddlers enjoy playing with the sensory equipment. For example, a boy plays with a bottle filled with sparkles and he is fascinated when he sees the sparkles move up and down. Babies have many opportunities for exploring and they enjoy discovering sounds, toys and movement. They are helped to recognise that they are individuals by seeing themselves in the low-level mirrors. The large outdoor area is popular with the children as there are many play opportunities for them.

Staff make effective use of the 'Birth to three matters' framework when planning activities and recording the progress of the children aged under three years. Staff use the assessment records to help promote younger children's development. They actively engage with the children to find out what they know and what they are interested in and plan activities around this for individual children. However, at times staff intervene in children's play without adding to their play or learning experience. This means that children sometimes do not know why their play is interrupted. All activities cater for the majority of the group. Children are able to join in with the activities despite their additional needs.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage. They clearly explain how they support children's learning through a variety of play opportunities, both inside and outside. The activities are predominantly planned around the children's interests. This enables children to build on what they know. However, the planning does not always include the next steps for children's individual development. This means that it is not clear on the planning how it differentiates between children who need more support

or more challenge in certain areas. The low-level shelving stimulates children to access resources and equipment themselves and this generates a vast amount of child-initiated play. Subsequently children show good levels of independence and curiosity.

Staff are enthusiastic in their teaching and use a good range of teaching methods such as praise and encouragement. As a result children develop a positive attitude to learning and their self-esteem is heightened. Children are becoming increasingly independent but are also starting to work as part of a group, sharing and taking turns. However, at times staff interrupt children's play when they are happily playing amongst themselves and are learning to work things out with their peers. This means that staff's interventions are sometimes less effective in maximising children's play or learning experience. Children are confident in negotiating and interacting well with other children and staff to share ideas and experiences. They develop their self-esteem and take great pride in their achievements, for example, actively seeking out staff to show them what they have done. Children play together well, cooperating and offering their own suggestions when in the role play area.

Children thoroughly enjoy stories and rhymes and regularly access books themselves for reading, looking at pictures or locating information. They are learning in the setting at their own level and they have the opportunity to teach each other. For example, a girl enjoys sharing a book with a younger boy, pretending to read it out to him by describing the pictures. Children are exposed to lots of print that allows them to make meaning of words and letters and are naming and sounding letters of the alphabet. Most children confidently recognise their own name or letters in their name as they are encouraged to write their names on a daily basis. They are using mathematical language during their play and often practise their counting skills. Children enjoy songs and rhymes to develop their number recognition and some children demonstrate simple calculation. The well-resourced maths area is at children's level which allows them to access shapes and numbers themselves.

Children take part in a variety of activities to learn about nature and the world around them, they show curiosity when observing snails and ladybirds in the garden. They have grown their own sunflowers and regularly take the initiative to water them. This means that children are learning to take responsibility to look after living things and learn to have respect for nature. Children make good use of their imagination in planned and spontaneous role play situations both inside and out. They explore their creativity while experimenting with a range of materials when making paintings and are encouraged to make their own decisions. This promotes children's individuality and as a result their art work and displays are colourful and diverse. Overall, children make good progress in their learning and achieve well given their capability and starting points.

### **Helping children make a positive contribution**

The provision is good.

Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions. For example, they express when they are excited or scared by the fire fighter. Staff effectively comfort and reassure them. Children are very helpful and help wiping the tables and the floor on a daily basis, including the younger children. Staff model good language and remind children to say 'please' and 'thank you'. They also help children to form positive relationships with peers and encourage children to apologise when they have upset someone. Staff know children and their families well and all children are highly valued as individuals.

Children's spiritual, moral, social and emotional development is fostered. Their welfare is promoted well because staff work closely with parents on particular requirements or issues of concern. Staff find out about each child's home background so that they can help them settle into the group and meet their needs. Staff have a positive attitude towards diversity and plan activities which help children to value their similarities and differences. For example, children have opportunities to taste different fruits and food linked to specific festivals or countries. Children with learning difficulties and/or disabilities are well supported through the help of individual support plans to ensure their needs are catered for. Good liaising with parents takes place to ensure consistency of care.

Partnership with parents and carers is good. Parents receive detailed information about the nursery when they first start which helps them to make an informed choice. They are kept up to date with changes and weekly activities through information that is shared with them on a daily basis and in newsletters. A parents prospectus as well as risk assessments and information about staff is available to them at the entrance. Close liaison between staff and parents ensures that children's individual needs are frequently discussed, and that regular observations on the children are shared. As a result children feel comfortable and settled because they see parents and staff acting together and giving consistent messages. Staff are putting good systems in place to further promote partnership with parents and carers with a strong focus on providing continuous care and learning.

### **Organisation**

The organisation is good.

The setting is committed at making sure outcomes for children are good. The provider has a clear vision for the setting. She continuously monitors and evaluates the practice and has got high expectations of her staff team. She deploys staff very effectively and has spread out responsibilities within the team. Staff have been allocated specific duties and develop their role during meetings, talks and appraisals and with the help of relevant training and support. Management and staff make up a strong and enthusiastic team and they have attended a variety of courses relevant to childcare and education. Knowledge is shared effectively as senior staff members continuously serve as positive role models for newer staff. The documentation that is in place is comprehensive and all staff are involved in updating it. This ensures that they have a good understanding of the policies and procedures and that these are relevant to their roles. Records are available and retained for inspection. They are well organised and kept confidential. Clear recruitment and effective vetting of staff ensures children are safe when at the setting. Overall, children's needs are met.

The leadership and management of early education is good. Staff working with the funded children have a good understanding of the areas of learning, stepping stones and early learning goals and this is reflected in the planning. There are good recording systems in place to monitor children's achievements. All children are supported appropriately to achieve their potential by staff knowing children's starting points and working with parents and carers to support this progress. Staff have positive relationships with the children and parents, as well as with external links. The team is committed to improving care and education for all children at the nursery.

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

Not applicable.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- improve staff's understanding of when to intervene in children's play in order to maximise the experiences provided. (This also applies to nursery education.)

#### **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):

- ensure that the observations and assessments undertaken on the children link into the planning to ensure that children's individual needs are consistently catered for.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)