

Busy Bee Private Day Nursery

Inspection report for early years provision

Unique reference number EY345461
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Inspector Justine Ellaway

Setting address Busy Bee Private Day Nursery, 23 Hilcote Street, South
Normanton, ALFRETON, Derbyshire, DE55 2BQ
Telephone number 01773 580164
Email info@busybee-daynursery.co.uk
Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Busy Bee Private Day Nursery is privately owned. It opened in 1992 and has been under the management of Young Explorers Private Day Nurseries since March 2007. It operates from converted domestic premises in South Normanton, Derbyshire. The nursery is open each weekday from 7.45am to 6pm, except for Bank Holidays and three days between Christmas and New Year. All children share access to an enclosed outdoor play area. The nursery is accessible to the ground floor.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 43 children may attend the nursery at any one time. There are currently 70 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are 17 members of childcare staff, 12 of whom hold an appropriate early years qualification to level three and one of whom holds an appropriate early years qualification to level two. The owner holds qualified teaching status and the setting employs three members of support staff. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's enjoyment and achievement are well promoted in this welcoming and friendly setting. Good levels of support are given to ensure that all children are included. Staff consistently and effectively implement the policies and procedures to ensure that children's welfare needs are met well. A strong commitment to working with parents develops positive relationships to promote consistency of care. A proactive approach to working in partnership with other agencies and settings that children attend means that in most cases these are well developed. The thorough approach which is applied to monitoring the effectiveness of practice provides a sound basis for further improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review systems to allow children to show increasing independence in selecting and carrying out activities, for example, at snack time
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other.

The effectiveness of leadership and management of the early years provision

The staff team work well together to provide a positive and calm environment where all children are included and their needs are met. Children's safety is well promoted within the nursery. Clear and well-organised records are maintained. For example, detailed risk assessments are displayed in each relevant area.

Recruitment procedures are thorough and therefore effective. In some aspects the quality of the information gathered is very good. Systems to establish the ongoing suitability of staff are well developed. These systems promote a culture of ongoing development, which means staff are continually updating their knowledge and skills and looking for ways to improve their own practice.

Staff are effectively deployed so that children's individual needs are met. They are clear of their role during routines, such as lunch and nappy changing, which means that children have suitable support during these times. Consistent staff members work with the children to promote a sense of security. A good variety of toys and resources are displayed at child height in each of the rooms. Babies and younger children crawl or walk around the room, choosing toys they want to play with. Suitable consideration is given to the provision of resources that support children's understanding of the wider world. In addition, staff are developing further the range of resources that support children who speak English as an additional language. Good use is made of the space. Older children love the outdoor area, which is an interesting and appealing place to be. They spend a considerable amount of time outdoors.

A commitment to working in partnership with parents means that lots of opportunities are offered for parents to receive or share information. Parents speak very highly of the good communication systems in place. They receive verbal updates from staff, newsletters, and information on daily diary sheets and through regular parents meetings. Useful information is contained within the prospectus that sets out the nursery's policies and procedures. A yearly questionnaire gathers parents' feedback and suggestions are communicated with all parents in the following newsletter. Systems to work with other agencies and settings that children attend are, on the whole, well developed. The setting is proactive in linking with other professionals that may be required to support a child. Support for children with special educational needs and/or disabilities is well coordinated and as a result children make good progress while at the setting. Regular information is shared with other settings that children attend to promote consistency of care, although on occasion this is general rather than specific.

A strength of the setting is the thorough approach taken to monitoring all aspects of practice. The management team undertake regular observations of staff performance and routines and provide useful feedback. They work well with their Early Years Improvement Officer and take on board any suggestions for improvement. Staff are encouraged to contribute to the nursery action plan by generating their own action plan for their room. As a result, staff take ownership of what they are doing which means that they are passionate and committed to their roles.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time at the setting. They make good progress in their learning and development. They have good relationships with staff and other children. The calm environment means that they feel safe and secure. They have opportunities to mix with children of different ages as they share the outdoor space. Younger children learn as they attempt to copy what older children are doing. Children love running around, up and over the grassy bank or riding around on sit-and-ride toys. This develops their physical skills. There are good opportunities to learn about nature as they dig for worms or explore the woodland area. Children also learn about planting and growing.

Older children have good information and communication technology skills as they use the computer regularly. They ably operate the mouse to use a challenging computer programme. Children of all ages develop their communication skills as staff talk to them during play and encourage their contribution. They use mark making equipment that is appropriate for their age, for example, children in the baby room use chalks on a board. Older children develop their imagination as they make up games and use the dressing up clothes and other props to extend their play.

Children of all ages behave well and demonstrate an understanding of right and wrong. Younger children are effectively supported to share and take turns, for example, if they both want the same toy. Staff consistently support children's understanding of their own safety. They explain why certain things are unsafe and children listen carefully. They immediately modify their behaviour, which demonstrates their understanding. They have good opportunities to learn about staying safe. For example, following a fire drill, children's learning was extended as they played with pretend fire equipment and had a visit from the fire service. Children have good opportunities to learn about a healthy lifestyle. They consistently wash their hands at appropriate times. Older children can say why they do this. They learn about the effects of exercise on the body. They also learn about healthy foods as they grow herbs, fruit and vegetables and go on outings to the local fruit and vegetable stall.

Staff interact effectively with children during their play. Younger children attempt to copy as staff model how to use musical instruments, and they bob up and down as a member of staff sings. In the majority of aspects, children's independence is well promoted. They choose what they play with, and for older children whether they play indoors or outdoors. However, their independence is not fully promoted at snack time as staff serve meals and drinks, even though children are capable of doing this themselves.

Planning has recently been amended and is effective in identifying children's interests and planning for individuals. Relevant notes are made of what children can do, which are used to identify their next stage of development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met