

Busy Bees Day Nursery at Telford

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Busy Bees Day Nursery at Telford is one of an number of settings operating under the Busy Bees chain. It has operated since 1998, transferring to the Busy Bees Company in 2009. It is sited in purpose-built, single-storey premises which can be utilised to meet the needs of the children attending. The nursery serves the local area and parents travelling into Telford to work. It is open each weekday from 7am to 7pm all year round.

The nursery is registered to care for a maximum of 108 children in the early years age range at any one time. There are currently 146 children on roll who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 19 contracted staff and eight cover staff who work with the children. Additional housekeeping staff are also employed. Most of the staff have early years qualifications and others are currently working towards relevant qualifications. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress in the Early Years Foundation Stage in this vibrant and highly stimulating setting. The uniqueness of each child is recognised by extremely caring and intuitive staff. All children are valued, respected and appropriately supported in reaching their full potential. Staff and management have a shared vision for evaluating the impact of the provision, encompassing the views and opinions of everyone involved in the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- exploring further strategies to extend the two-way partnerships with other settings that children may attend to maximise smooth transition.

The effectiveness of leadership and management of the early years provision

The safeguarding of children attending the setting is a priority as management and staff fully understand their roles and responsibilities. Staff are extremely confident in their knowledge and understanding of child protection procedures. The management implements a range of strategies to ensure that staff review and update their training and knowledge in this area to protect children. Rigorous and

very robust systems in place with regard to the recruitment and selection of staff. Full vetting procedures are carried out and further steps are taken to ascertain staff's ongoing suitability. Children's overall safety is further assured because staff implement stringent risk assessments, both on and off the premises. These include very robust procedures with regard to some activities that children participate in, such as cookery and the use of some tools and utensils.

Highly organised leadership and management significantly enhance children's opportunities to thrive and blossom in the setting. All involved have high aspirations for each child and contribute to the extremely accurate process of self-evaluation as quality continues to improve. Parents express deep satisfaction with the progress their children make, citing the stable and highly committed staff as a key element in the provision. They comment on the 'welcoming and homely environment' that is created within the nursery, enabling each child to settle and be supported in enjoying their day. Parents are very active in the overall operation of the provision. They have the opportunity to participate in the 'parents liaison' group and contribute successfully to their child's learning and development, building upon the partnership that is fostered by sharing skills children attain at home and at the setting. Children are very well supported as they move up through the various care bases. The arrangements for transition to other provisions and full-time school are established, although the management is eager to improve such partnerships especially where the setting's contact and involvement is not fully reciprocated.

The provision of inclusive practice is an inherent strength within the setting. Each child's background and culture are celebrated and shared to enhance their awareness of differences in society. Children and their parents have opportunities to learn key words in some community languages including French, Japanese and Welsh. Staff also implement non-verbal communication systems very effectively, such as Makaton sign language. In addition, visual timetables set out the daily routines and assist children with developing language skills and children who speak English as an additional language in participating as fully as possible in the day-to-day activities. Skilled and highly committed staff work exceptionally well with each other, parents and other professionals to develop tailored programmes to support individual children. This ensures that every child can make significant progress given their varying starting points. Their attainment is accurately observed, recorded and shared with parents.

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

Children play a dynamic role in their attainment of life skills. In each care base the children select their own resources, toys and equipment, using the inspired decor and layout to great effect. The company implements a number of initiatives that are well considered with regard to the positive impact they have on children's well-being. For example, staff review the environment in the baby rooms, ensuring that displays and resources offer children opportunities to relax and develop a sense of security as they notice familiar faces on the black and white photograph blocks. Crawling over to the lilac and purple area, babies enjoy using all of their senses as

they feel different textures, settle on the comfy cushions and smell the lavender scent that is occasionally sprayed. The outdoor areas are easily accessible and children don their coats and boots to enjoy all types of weather. Great delight is had when umbrellas are used when it is raining, and children learn about using these carefully and safely. They participate in gardening activities, planting, growing and eating their produce through the year. They gain an awareness of caring for their environment as they participate in recycling activities and disposing of litter responsibly.

Staff are acutely aware of each child's level of ability and interest. Such information is used exceptionally well to engage individual children in making very strong progress. For instance, a simple conversation about space results in a child demonstrating a keen interest in the planets, and staff use this to inform the child's specific planning and next steps to maximise opportunities across all areas of learning. This is particularly effective for older and more able children as staff recognise the need for continuous extension and challenge to maintain their development. For children requiring additional support, the staff's innate knowledge of their intrinsic characters is used to great advantage to offer personal programmes. Each child's attainment is recorded effectively in the attractive learning journals, and older children take great pride and delight in sharing their folders with visitors. Children are actively encouraged to become inquisitive learners as they conduct simple experiments, such as placing flowers in water dyed with food colouring and noticing the changes that may take place as the plant absorbs the dye. Skilful questioning from staff encourages children to think critically and consider comparisons. For example, one child's flower is yellow and the dye in the pouch is also yellow. The child is extended in their thinking as they are asked to consider the impact of this on the overall outcome by comparing the concept of writing with white chalk on a white piece of paper.

Children's health and welfare are very strongly promoted. Thorough procedures are in place to ensure that children understand the importance of being healthy and keeping fit. Children take part in the 'wake and shake' routines during the day and feel their heartbeats to notice differences before and after the activity. In the baby room, resources are used to great effect to promote physical development. For instance, a child pulls to standing at the low-level table but has to stretch and develop balancing skills to reach the items on the table. The cook provides nutritious and balanced meals and snacks, and great care is taken to ensure that children's dietary needs and specific requirements are noted and strictly adhered to. The cook also works with parents closely to offer weaning routines and shares some of the recipes and ingredients so that parents can make informed choices about what their children eat. Allergies and medical needs are discussed with parents and full records are kept of any minor injuries and medication.

All children show an extremely strong sense of security and belonging in the setting. Older children are developing the skill of empathy as they assist younger children in some routines and call friends to join in their play. Children's self-esteem is high as they show increasing skills in sustained concentration, understand the expectations of their behaviour and manage their own feelings very effectively. Targeted and specific support is delivered for individual children so that they all gain a sense of achievement and their efforts are fully acknowledged

and celebrated. The exceptional organisation of the educational programmes and the staff's knowledge and understanding of how children learn effectively contribute to creating a truly enabling environment. Children gain life skills and develop friendships and social skills to help them become contributing citizens of the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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