

Busy Bees Day Nursery at Reigate

Inspection report for early years provision

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Inspector

Nadia Mahabir

Setting address

Lesbourne Road, Reigate, Surrey, RH2 7JP

Telephone number

01737 249109

Email

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*.

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 Bees Day Nursery at Reigate was registered in January 2002 and is part of the Busy Bees Day Nurseries (Trading) Limited. The nursery was refurbished in 2009 -2010. The nursery operates from converted premises in Reigate, Surrey within walking distance of the park, railway station and the town centre. The nursery serves the local community and surrounding areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 98 children, under the age of eight years, may attend the nursery at any one time; 82 children may be under three years, with no more than 54 under the age of two years. There are currently 126 children on roll aged from three months to four years, some in part-time places. The nursery is open each weekday, from 7am to 7pm, throughout the year. The nursery offers part-time places, as well as full day care. All children share access to a secure outside play area. Children also have access to a sensory room offering an additional inside play area.

The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery currently supports a number of children learning English as an additional language. Children are cared for in groups according to their age. The nursery uses five base rooms which are sub-divided. Toilets, hand-washing and nappy-change facilities are integrated into the group rooms.

A team of 21 staff work with the children. Of these, 14 staff hold relevant early years qualifications of which one has Early Years Professional Status. Four staff are currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are making significant gains in their learning and development. Children's individual needs are met well as a result of the good quality care they receive and the effective way the staff work with parents. The staff work extremely well as a team being led by an exceptionally strong manager, having implemented recommendations from the previous inspection successfully. Evaluation is generally accurate, so the nursery shows a strong capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- develop further literacy opportunities within the outside area, so that children practise their emerging skills in different ways and on different scales than when indoors
- develop further ways of encouraging children to take on small responsibilities and tasks that interest them.

The effectiveness of leadership and management of the early years provision

The nursery has good procedures to support children's safety and welfare. Staff are vetted for their suitability to work with children and demonstrate good knowledge and understanding of safeguarding children, including their roles and responsibilities in reporting concerns. The manager and staff make robust risk assessments for all areas of the nursery and outings; these are comprehensive, covering all potential hazards. All records relating to children's health and safety are well maintained. The children participate in regular fire drills which make them aware of what they need to do in an emergency.

The manager uses extensive monitoring and self-evaluation processes to identify areas for development and all staff are passionate about improving outcomes for children. Regular staff meetings are held to discuss all aspects of the provision including areas for improvement. Management use highly successful techniques to inspire and motivate the staff team to work towards meeting ambitious targets. Consequently, staff are very enthusiastic.

Staff deploy themselves well because they support specific areas of the nursery. They promote a highly stimulating and inclusive learning environment overall. Toys, resources and experiences promoting positive images of diversity are plentiful and help children learn about differences. The children learn about their own cultures and beliefs, and those of other people through well-planned discussions, books, trying different foods, resources and displays. This allows children to develop a good understanding of similarities, differences and the wider community in which they live. Each room is set out to encourage children to engage in different activities. The effective organisation of the babies' day means that their home routines are closely followed, so they are settled and secure. Overall, children have access to a wealth of developmentally appropriate toys and resources that help to promote their learning and development. These are easily accessible to the children being stored at their level.

Partnerships with parents and carers are good. Parents speak warmly of the staff and feel well informed of their children's progress. Parents' comments include, 'I get a lot of positive feedback which is great. I have a good rapport with my children's key worker.' Effective communication helps promote good outcomes for children. The nursery encourages parents' contributions to observations and their comments about learning at home, which support the children's individual learning plans. Parents are kept well informed of children's progress, the current topics and special events through a range of media; for example, newsletters, discussions, daily sheets, home link books and meetings. Effective settling-in procedures are in place to meet the individual needs of children and their families alongside an

effective key person system. As a result, children's welfare and sense of belonging is well promoted.

Wider partnerships work effectively; for example, successful links with local schools underpin good two-way communications, so that records and useful information are passed on. This aids a smooth transition to school life when children leave the nursery.

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

Children benefit from good resources overall, which combined with an excellent range of activities and experiences, support their learning and development extremely well, particularly indoors. Children move freely between indoor and outdoor spaces, which generally contain a wealth of learning opportunities. Staff pose careful questions to encourage children's interest and extend their thinking highly successfully. Staff make valuable detailed observations of the children as they learn through play and use these highly effectively to plan next steps in each child's learning. Each child's learning is documented in files containing samples of work, photographs and observations which monitor children's progress in each area of learning. These are shared regularly with parents, who are invited to make comments and contribute, which supports a consistent approach.

Children thoroughly enjoy being outdoors, where they enthusiastically play with toys such as cars, diggers, sand pit, water play, balls, bikes and musical instruments. They have many opportunities to play together and this develops their conversational skills and extends their vocabulary. However, there are fewer activities and resources that support some areas of their literacy development. For example, although there is a cosy book corner outdoors, during the inspection this lacked a varied range of books and there were no chalks on the large chalk board. This means children cannot practise their developing skills for the future during their self-chosen play when outdoors. Children use an extensive range of equipment to help them progress in their numeracy and problem solving. They count, sort various two and three dimensional shapes and use many puzzles to reinforce their understanding of number, patterns, position and sequences. Children excitedly explore information and communication technology; they operate tills and use the computer mouse competently, practising useful skills for their future lives.

Younger children experience a wealth of learning opportunities. For example, they explore early writing with various tools and resources, sticking and gluing and clay modelling. All children, including babies, are developing useful skills for the future. For instance, babies enjoy exploring their environment using their senses using a wide range of natural play materials. They happily develop early finger and hand skills using paints and paper. Furthermore, babies laugh and giggle with delight as staff praise them for their achievements. This promotes their self-esteem and encourages them to develop other physical capabilities, such as learning to stand.

Children are supported exceptionally well throughout by enthusiastic staff, who encourage their curiosity, providing a wide variety of experiences which allow them to make excellent progress.

Children are supported in gaining an excellent attitude to keeping fit and healthy. The 'golden mile' initiative encourages children and their families to walk, run or cycle to the nursery, for example. Children follow highly effective personal hygiene routines, which are promoted by the staff's good role modelling. Healthy, freshly prepared meals are offered, which the children really enjoy. Children have some opportunity to choose their desserts independently, but their main meals are served for them, so they miss the chance to take on this additional responsibility. Meal times are social occasions where children confidently chat to their key person and friends about the morning's activities. Staff comment on how delicious the meals taste and praise the children when they try tastes that are new to them.

Children show a strong sense of security and understanding of safety measures. Children have a close relationship with their key person. This helps them to feel extremely secure and confident. Children sleep according to their individual needs, and are checked regularly by staff to maintain their safety while asleep. Children take part in regular emergency evacuation procedures and are provided with good examples of how to keep safe on outings.

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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