

# Busy Bees Day Nursery at Bedford

Inspection report for early years provision

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**Unique reference number** EY236804  
**Inspection date** 03/02/2009  
**Inspector** Kelly Eyre

**Setting address** Busy Bees Day Nursery at Bedford, Manton Lane, Bedford,  
Bedfordshire, MK41 7NU  
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**Type of setting** Childcare on non-domestic premises

## **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.

## Description of the setting

Busy Bees Day Nursery at Bedford opened in 2002 and is owned by Busy Bees Limited. It operates from a purpose-built building situated on the outskirts of Bedford. A slope to the main entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play areas.

The setting receives funding for early education. It is open each weekday throughout the year and sessions are from 07.00 to 18.30. The setting is registered on the Early Years Register to provide 100 places and there are currently 111 children attending who are within this age group. Most of the children live locally or travel from the surrounding areas. A small number of children attend other settings such as local pre-schools.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are 24 staff members. Of these, 17 hold relevant childcare qualifications.

## Overall effectiveness of the early years provision

Overall, the setting makes good provision for children in the Early Years Foundation Stage (EYFS). The thorough knowledge of each child's needs ensures that staff are able to promote all aspects of children's welfare and learning successfully. The practical assessment procedures and planning for individual children are particular strengths, ensuring that children are consistently offered appropriate opportunities and make good progress. Children are offered appropriate support so that they are always included, their needs are met and they can participate meaningfully. The comprehensive self-evaluation procedures mean that the setting develops clear plans for ongoing improvements, therefore ensuring that children continue to be offered positive experiences.

## What steps need to be taken to improve provision further?

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

- provide further opportunities for children to write or make marks and solve problems as part of their daily play
- develop the accessibility of resources and toys to further promote children's choice and their independence.

## **The leadership and management of the early years provision**

The thorough procedures for evaluating daily practice and formulating clear action plans mean that the setting shows good potential for continuing to improve the outcomes for children. The manager obtains feedback from parents and involves staff in developing improvements. Examples of recent changes include the introduction of new assessment and planning methods, which ensure that each child's needs and interests are fed directly into the weekly activity planning.

Children's daily experiences of the setting are positive and they are offered consistent care because the manager supports staff well, providing clear guidance and encouragement to attend additional training. The diligent implementation of practical policies supports the efficient running of the setting, thereby ensuring that children are cared for in a safe environment. Thorough safety checks are carried out and the risk assessments are regularly reviewed. Children are therefore able to move safely between their activities. However, their independence is not fully promoted as they are not always able to clearly see the resources that are available and therefore make informed choices about their play. Comprehensive procedures for safeguarding children ensure that their welfare is promoted and they are protected at all times.

The setting works well with parents and carers, ensuring that there is a good exchange of information in order to promote children's learning and development. For example, there are comprehensive procedures to obtain information from parents about children's preferences, abilities and daily routines. The setting has established links with some other settings such as local schools, in order to help ensure consistent care and further promote children's learning.

## **The quality and standards of the early years provision**

Children are consistently offered a stimulating variety of activities and play opportunities that enable them to make good progress across all areas of learning and development. Staff react quickly to children's interests and individual developmental needs because the planning is flexible and directly influenced by the comprehensive observations and assessments of children. The good balance of adult-led and child-initiated activities means that children can express themselves, their interests are well represented and they are encouraged to develop their natural inquisitiveness.

The thorough settling-in procedures mean that children's emotional development is promoted, they are happy and have secure relationships with staff. For example, babies happily explore toys and activity centres, smiling and laughing as staff play alongside them. This sense of security is prevalent throughout the setting, with children confidently stating their views and independently choosing their activities. For example, young children independently explore sand, look at books and build with wooden blocks.

Children's learning and understanding are developed because staff observe them

and offer gentle support and encouragement whenever needed. For example, children are allowed time to explore the musical instruments before being joined by a staff member who encourages them to name the instruments, listen to the different sounds and compare the shapes. The thoughtful provision of resources encourages children to explore and learn about the environment. For example, they grow crystals, care for pets such as fish and African Land Snails and grow a variety of plants in the outdoor area.

Children are gaining a knowledge of written numerals and of counting, for example, playing number games where they identify written numerals and count out the corresponding number of items. They also enjoy opportunities to write, draw and paint. However, their understanding of using these skills, for example, to solve problems and use writing to communicate, is not fully promoted as they are not always incorporated into everyday routines and activities.

Children happily work in groups and share their thoughts and ideas. For example, children work together to turn the role play area into a doctor's surgery, collecting resources and discussing the different roles and the scenario they are going to act out. Their overall development is promoted because staff are flexible, confidently responding to children's interests and to incidental learning opportunities. For example, children of all ages enjoy impromptu snow activities, discussing appropriate clothes to wear, digging, scooping and pouring the snow, watching the snow melt indoors and making footprints and 'snow castles'.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

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