

# Busy Bees Day Nursery at Leicester Carlton Park

Inspection report for early years provision

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**Unique reference number**

EY241078

**Inspection date**

15/11/2011

**Inspector**

Catherine Sharkey

**Setting address**

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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*.

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 Leicester Carlton Park was registered in 2002 and is part of a private group of nurseries. The setting operates from a temporary, single-storey building within Carlton Park, Narborough, Leicestershire. There are five base rooms catering for children between the ages of 12 weeks to four years plus. Children have access to two garden areas for outside play.

A maximum of 101 children may attend the nursery at any one time. There are currently 104 children on roll. Children come from the surrounding local areas. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery is open from 7am to 6.30pm Monday to Friday for 51 weeks a year and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Additional hours are available if required. Children attend for a variety of sessions.

The nursery employs 28 members of staff who work with the children, including the manager. They all hold appropriate early years qualifications. The setting receives support from the local authority and has close links with local primary schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals as most staff make the best use of all learning opportunities. Children are kept safe, healthy and well protected in the setting due to the exemplary policies and practice which are in place. The nursery staff continually evaluate their provision and strive for continuous improvement. They are highly motivated and dedicated to providing the best care for the children. There are excellent partnerships with parents, carers and other professionals, which means that all children's individual needs are met.

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

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

- extend staff's knowledge of how to support children's outdoor learning experiences more effectively.

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

Children are extremely well safeguarded and protected at the nursery. Very effective security systems are in place, such as the use of key fobs and closed

circuit television cameras. Regular fire drills are carried out and rigorous health and safety checks and risk assessments are implemented. Children are taught to be aware of possible dangers in order to keep themselves safe. Adults collecting children have passwords and visitors do not have unsupervised access to any part of the nursery. This ensures that all children and staff are safe both on and off the premises.

An extensive range of exciting resources are used well to challenge children and allow them to make good progress towards the early learning goals. The five base rooms are well organised and children are easily able to access resources, which are at low level or on the floor for babies. Younger children have cosy, colourful, cushioned areas in which they explore their senses and have quiet time or sleep. The pre-school room is a stimulating hive of activity with different areas which promote all the early learning goals.

The staff in the nursery all work very well together as a team and attend regular training courses through the local authority and the nursery group. They cascade their knowledge to each other and meet regularly to monitor all aspects of provision and take action on issues for improvement. Staff have regular, detailed appraisals ensuring they are able to identify their strengths and weaknesses and plan the appropriate training as a result. The managers are very committed to continuous improvement and review all policies and provision regularly. All the previous recommendations have been successfully addressed. For example, planning now shows clear learning intentions and each child's next steps.

Partnerships with parents and carers are excellent. They share detailed information about their child when they first start at nursery, which means that children's individual needs can be met. They receive comprehensive information on children's progress, contribute to their assessments and sometimes work with them at home. This allows parents to be fully involved in children's learning. Their comments and suggestions are valued and they are able to speak to staff at any time, as well as at parents evenings and liaison meetings. The nursery has close links with local primary schools, which aids transition. They work with the local authority and health visitors, which contributes well to supporting children's welfare and learning.

Children with special educational needs and/or disabilities are well supported in the nursery. Staff work closely with parents and other professionals, such as a speech therapist and educational psychologist, to ensure there is continuity of care. Children with English as an additional language are well supported through the use of effective resources and planned activities.

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

Most staff are very knowledgeable about the early learning goals and use the wide range of exciting resources well to challenge and stimulate children. However, there is scope to improve staff's knowledge of how to fully support children's outdoor play experiences. Children's language is developed well though staff's questioning, such as, 'shall we push it or pull it?' when opening a container. They

all take part in interesting activities which meet their individual needs and challenge them to achieve their next steps. Regular observations by staff inform the planning, which is clear and linked to the early learning goals. The older children are competent in their use of computers and all children use a huge range of exciting push button toys which develop their technological skills well. They have first-hand experience of the wider world through nature walks around the local fields and duck pond and through visitors, such as the police or fire service. A good range of climbing and balancing equipment is used well to develop children's physical skills. They learn early reading, writing and mathematical skills through interesting activities and resources, such as bags with collections of objects that rhyme. Exciting musical and creative opportunities allow children to develop their imaginations well.

Children show they feel safe in the nursery by chatting happily to staff and each other and by asking or indicating for things they need. All children have a settling-in period and know their key person and all staff well, which makes them feel secure. Staff know all children by name and there is a friendly, welcoming atmosphere. Babies sleep while staff watch them and are happy and settled. All children have place mats detailing any special diets or food allergies they may have, and this ensures children are fully protected at meal times. They are closely supervised and staff ensure they move safely around the nursery.

Children enjoy growing their own vegetables and learning about healthy eating. They decide on a dish for their produce and this is then cooked for them all to eat. They are given healthy meals and snacks produced at the nursery and parents are involved by taking recipes home to cook. Excellent hygienic practice and policies are in place, with many staff having food hygiene certificates. The nursery has the top grade awarded from the local authority healthy food scheme. All children have access to water throughout the day and they learn about the importance of keeping clean through washing dolls and their hands at appropriate times. This means children are aware of keeping themselves healthy.

Children behave very well and have a caring attitude toward each other. They show concern when another child is upset, offer comfort and willingly help each other. For example, one child offered his friend a better pair of scissors. There are very good relationships throughout the nursery and staff are kind and caring, setting good examples for manners and consideration. Children learn to be independent, serving themselves at lunch time and helping themselves to water. They move confidently around their rooms, choosing activities and working very well together. They are all engaged by the activities and are learning to have good self-esteem because they are praised for their efforts and work. Babies play happily together in the sand, smiling, laughing and trying to sing. Children learn about other cultures and festivals through resources and artwork, such as making diva lamps and rangoli patterns for Diwali.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources                                           | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| 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                                                                    | 2 |
| 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 | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| 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        | 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