

Busy Bees Day Nursery at Leicester Meridian Park

Inspection report for early years provision

Unique reference number	EY289581
Inspection date	26/10/2011
Inspector	Aileen L King
Setting address	Meridian Leisure Park, Meridian Way, Braunstone, Leicester, Leicestershire, LE19 1JZ
Telephone number	0116 289 3083
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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Busy Bees Day Nursery was registered in 2004. The setting operates from a purpose-built single storey building, and is situated within the Meridian Leisure Park, close to junction 21 of the M1 in Leicester. Children use interconnecting semi open plan play areas and associated toileting facilities. Kitchen, office and staff facilities are available. There is an enclosed outdoor play area. A maximum of 130 children may attend the nursery at any one time. The nursery is open each weekday from 7.45am to 6pm throughout the year. There are currently 128 children on roll, of whom 32 receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and those who have English as an additional language. Twenty six staff work with children, including the manager. Of these, one holds a level 4 qualification, 15 are level 3, six are level 2 and four staff are working towards a qualification. The setting receives support from the local authority through the Leicestershire Early Years Development Childcare Partnership. The day nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Busy Bees meets the children's individual needs well and has their welfare at the forefront. The day nursery has established and maintains excellent partnerships with parents, carers and other providers. All children are included in the full range of activities provided. The use of the outdoors and training opportunities for staff are generally good overall. The day nursery has a candid and objective view of the effectiveness of the provision and is therefore well-placed towards continuous development and improvement.

What steps need to be taken to improve provision further?

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

- develop the use of the outdoors to promote children's learning and development
- promote training opportunities for staff to enhance practice in supporting learning.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are backed by a good, comprehensive range of policies and procedures to keep the children safe and free from harm. Systems are in place to ensure the premises are secure, and staff are vigilant in adhering to these. Appropriate checks are made to ensure the suitability of adults working with the children. All staff are trained regularly in what to do if they have any concerns

about children's welfare and well-being. Regular checks are made of the premises and equipment. Any potential hazards are identified and suitable action taken if required.

The manager and the staff team have made significant improvements since the previous inspection. There is a good sense of the dedication and commitment to the children and a shared view of how best to facilitate learning. The manager ensures the staff are motivated and supported in the work they do, for example, by sharing new skills. Ongoing training is a feature of the work of the day nursery. The manager is very aware that the momentum of this is not lost and plans already exist to ensure all staff are in receipt of training to meet their needs and enhance practice overall. Training needs are identified through very regular monitoring and observations and senior staff take a lead role in these. There is good liaison amongst the team, supported by staff appraisals and performance reviews. Resourcing and the deployment of staff in the day nursery are carefully monitored and used well to promote the children's learning and development.

The outdoor space has been developed and the considerable input has resulted in good improvements. However, whilst the use of the various areas is generally good, developing the potential opportunities for learning is yet to be fully realised.

The day nursery promotes equality and diversity effectively and the children's individual needs are met. A focus on inclusive practice is part of the in-house training, includes all staff and has boosted confidence and expertise. This is an important aspect of the day nursery's work in meeting the diverse needs of the children, and parents and carers are included in developing this. The effectiveness of self-evaluation, including the steps taken to promote improvement, is good. All staff have made a significant contribution to assessing what works well and identifying aspects for further improvement. Findings are based on a quality assurance audit and parents are consulted as part of the process.

Partnerships with a very wide range of outside agencies and other providers are excellent. The day nursery uses its own network and further afield to support children, including those who may have particular needs. A respite care service is offered for children and families within the community, linked to a local support group. There are very strong links with local schools and other providers. The engagement with parents and carers is highly effective. Parents' and carers' views are sought, information shared and support encouraged. This results in seamless transition arrangements and a very clear awareness of how the children feel about the day nursery. For example the children's views were relayed by parents and carers as to what toys and equipment they wanted in the refurbished outdoor areas.

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

Children arrive happily in the day nursery and they are welcomed warmly into the group. The attractively presented foyer offers opportunities for the children to be observant, for example, to look at the day nursery's pet fish. They enjoy the range

of activities provided, such as using play dough to model and develop their skills in hand control. They are able to concentrate and persevere at their tasks developing their independence, and all groups of children are included in the variety of activities. For example, in the baby room a range of objects to explore are presented in an engaging and colourful way to attract the children's attention and develop curiosity.

Children's dispositions and attitudes indicate that they feel safe and secure. Routines are well established to ensure the children are aware of expectations and know how to behave to keep themselves safe. The very youngest in the baby room are comforted if distressed and their welfare is promoted in a calm and relaxing atmosphere. Children behave well, and there are effective strategies employed by staff to ensure this is maintained to ensure well-being. Healthy lifestyles are promoted and there are very regular hygiene routines to foster good health. The children are very active and energetic, especially outdoors. Snack times are made into social occasions when the children can have snacks of fruit and a refreshing drink. Water is available for the younger children from their own filled beaker or for older children to help themselves if they feel thirsty. Meals offer a varied and balanced diet, with careful note taken of children's dietary needs backed by very robust systems to ensure children's health is promoted.

Children's contributions are positive as they behave well, are friendly and forthcoming and keen to share their ideas and experiences. For example, one child was overheard saying as he left the day nursery 'I had a really good time'. They have positive attitudes to their learning and each other and are all keen to be involved. Children are learning to share, cooperate and take turns. Their relationships within the day nursery are very positive and this means that the staff act as good role models and the children show respect and respond positively. Children's views are sought and acted upon and this means they have a say in their learning and are able to make choices as the staff are very supportive of their input. For example, each child has a 'personal box' in which their favourite items are stored, so their interests can be shared with the group. The children's skills for the future are developing well and they are making good progress, for example practising their social skills at meal times. Older children can develop their language and vocabulary in the imaginative area named 'Spooky corner'. Younger children explore language through songs and rhymes. Through the observation and assessment process there are clear links made to what children have learnt and need to do next. Children also have good opportunities to be curious, explore and engage in problem solving. Gardening and activities reflecting the diversity of cultural backgrounds give them an increasing sense of nature and the wider world. For example, they make divas to acknowledge the festival of 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

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	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	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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