

Busy Bees Day Nursery at Chatham

Inspection report for early years provision

Unique reference number

EY289894

Inspection date

11/10/2011

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 is one of a chain of nurseries run by Busy Bees Day Nurseries Limited. It opened in 2004 and operates from five rooms in a purpose-built building in Chatham, Kent. The intake of children is from a wide catchment area. Children have access to two enclosed outdoor play areas. The nursery is open all year around, on weekdays from 7am to 7pm. The setting is registered on the Early Years Register. A maximum of 79 children, in the early years age range, may attend at any one time. There are currently 130 children in the early years age range on roll. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities. The setting employs 32 staff, who work directly with the children of whom 23, including the managers, hold appropriate early years qualifications. There are five staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly qualified and skilled staff successfully promote children's welfare and many aspects of their learning. Children are safe and secure in an innovative, child friendly environment. The partnerships with parents, local schools and other agencies are developing into a strength of the setting. Staff are dedicated to making sure that the needs of all children, including those with special educational needs and/or disabilities are fully met. Regular self-evaluation by the company, the manager and staff ensures that the priorities for development are promptly identified and addressed. As a result the capacity for continual improvement is exceptionally strong.

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 ways to share information about children's individual learning plans on a more frequent basis to further support home learning.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are very effective in this setting. A robust vetting procedure checks the suitability of staff thoroughly and new staff are monitored closely during induction and probationary periods. No unauthorised person is able to easily gain access to the premises and closed circuit television monitors entry

and exit points. Risk assessments are highly effective in checking that children play in an environment that is safe yet provides elements of challenge.

The setting is very well resourced with high quality equipment and materials. These are effectively used to promote children's learning and development. The environment is continuously monitored to help ensure it is accessible and inclusive to all. Regular audits check that resources positively reflect the diversity of all the children who attend, as well as the wider community. Inclusion is at the heart of all that the setting does and they successfully promote equality and diversity very well. Staff are a valued resource and investment in their development and training is a key strength of the setting.

Staff develop excellent partnership working with other agencies. This provides early identification of any additional support and provides continuity for children who have other professionals involved in their care. The staff are particularly successful in their support of children with special educational needs and/or disabilities. Staff try to make sure that all children are able to reach their full potential.

Partnership working with parents is recognised as vital in order to fully support children's progress. Staff plan initiatives such as open days for grandparents and monthly fathers' sessions, held on Saturdays. This makes sure that all adults who have a significant role in the lives of the children can become involved in supporting their learning. The two-way flow of information between staff and parents about the care needs of children is very well established and supports children effectively. The exchange regarding learning is not so frequent and only periodically updates parents, though they can look at their child's progress records if they wish. Parents speak very highly of the setting, regarding the care and learning opportunities as excellent.

The staff demonstrates a strong commitment to providing high quality care and education for all children, in a warm inviting environment. They have developed very effective systems for monitoring the setting and are always looking for ways to improve. Staff are enthusiastic and committed to development and they share a vision for the future based on what will make the biggest impact on the children. Self-evaluation sets the highest standards and clearly identifies how staff intend to reach and surpass their goals. The staff effectively build on their success and are proud of their many achievements.

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

Children express much happiness and enjoyment during their time in this setting. They work together co-operatively, often singing and laughing spontaneously. The atmosphere is one of busy purposeful play. Children become increasingly inquisitive and adventurous in their learning because staff support them so well. Most children relish time outside in the well-designed and inviting outdoor areas. Children's confidence and self-esteem increases as they experience high levels of

interest from the staff in their ideas and what they have to say. Children enjoy a quiet cuddle and story in the cosy darkened book corner or explore the hay and peat in the farmyard area. They are all fully engaged and show high levels of concentration. Children's progress is aided by the enthusiasm that they develop for learning in this stimulating and supportive environment. Children are involved in conducting risk assessments and gain an excellent understanding of how to keep themselves and each other safe.

Children make particularly good progress in skills that will support them in the future. Their personal, social and emotional progress is rapid and continually promoted by all adults in the setting. Children approach each other and visitors with confidence. They demonstrate an excellent understanding not only of the expected codes of behaviour but the reasons why these are important. Children remind each other of how to behave. Older children become skilled negotiators able to resolve minor conflict without adult intervention. They agree swaps for toys or turn taking for favourite items. Children's communication, language and literacy skills are very strong and supported effectively. Technology skills are very well developed due to the extensive opportunities that children have to engage with technology. They access laptops, an interactive white board and a wide range of everyday electronic equipment, which they handle and use with confidence.

Children are becoming increasingly aware of how to support their own health and well-being. They can explain which foods are good for them, identifying that milk is beneficial for teeth and bones. Children from an early age engage in routines that support high standards of hygiene. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out. They gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Children are aware of their similarities and differences. They are respectful of each other's abilities and views. Children from all backgrounds play together harmoniously and they all see positive images that reflect them and their families. Children demonstrate that they feel safe and secure in the setting. Babies smile as staff enter rooms and snuggle into their key workers when presented with a new face. They are very settled because staff follow their home routines as closely as possible. Older children share their ideas and confidently express their opinions, even when these are different from the group. The children show pride in their work and demonstrate a sense of ownership when talking about the setting. Children are very well supported to move onto school. They are becoming active, inquisitive learners interested in the world around them and their place within it.

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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