

Busy Bees at Durham

Inspection report for early years provision

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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 at Durham was registered in August 2011 and is part of the Busy Bees group. The nursery is situated in Durham City within the grounds of the Land Registry Offices. Children are cared for in a number of rooms on the ground floor based on their age and stage of development. The premises are easily accessible and there is a fully enclosed area for outdoor play. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions and come from the local and surrounding areas.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is registered for a maximum of 56 children under eight years at any one time. There are currently 36 children on roll, all of whom are within the Early Years Foundation Stage. The nursery opens every weekday for 52 weeks of the year. Opening times are 7.30am until 6pm. Children are able to receive funding for nursery education.

There are nine members of staff employed in the nursery, all of whom hold appropriate early years qualifications. A number of staff hold higher levels of qualifications, including National Vocational Qualification, Level 4 and BA Honours Degrees. A member of staff also has Early Years Practitioner Status. A number of additional staff are also employed and support the setting. The nursery receives support from the local authority and has partnership arrangements in place with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and eager to learn at this very welcoming and child-friendly nursery. Staff are motivated, work well as a team and have a good understanding of the Early Years Foundation Stage Framework; consequently, children make good progress in their learning and development. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Mostly Effective partnerships with parents have been established, although links with other providers of the Early Years Foundation Stage are still in their infancy. The nursery benefits from strong leadership and management who use effective systems of evaluation to ensure outcomes for children are promoted with success. The manager and staff are aware of strengths and areas for improvement and have identified the need to continue to develop the outdoor provision further and partnerships with parents.

What steps need to be taken to improve provision further?

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

- develop further ways to share relevant information with other settings to ensure effective continuity and progression towards the early learning goals.
- develop the use of the outdoor area to further enhance children's play and learning opportunities
- encourage parents to contribute to the self evaluation process to further support continuous development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Robust recruitment, induction, vetting and ongoing professional development of staff ensure adults working with the children are happy, confident and capable. Staff work especially well as a team and individually understand their roles and responsibilities. Key staff have attended safeguarding training and demonstrate a clear understanding of associated issues. This results in children being well protected. Rigorous risk assessments ensure potential hazards both indoors and outdoors are minimised. Staff are deployed effectively to ensure children are properly supervised at all times and good contingency arrangements are in place to cover staff absences in an emergency.

Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend. Mostly effective systems to monitor and evaluate the setting take account staff and children's views and the information is used to improve and develop policies, practice and procedures. However, systems for parents to contribute to the self-evaluation process are less well established in order to continue to effect change and enhance standards throughout the setting overall. This however, is an area identified for improvement by the setting. Effective systems are in place to monitor and organise training to ensure staff keep up-to-date with current best practice to continually improve outcomes for children. Written policies and procedures are implemented consistently by all staff, shared with parents and inclusive for all who attend. A positive equality and diversity policy outlines a commitment to promoting inclusive practice. All staff demonstrate a commitment to working with external agencies to support the inclusion of children with additional needs and specific needs. However, currently there are no children on roll. Several children attending the nursery also attend other early years settings and systems to effectively share information to assist continuity of care are not fully embedded. This is an area that has proved to be problematic.

All children, parents and visitors to the nursery receive a very warm welcome. The premises are welcoming and resources are placed at low level to encourage the children to make independent choices. Children's artwork is attractively displayed throughout the setting to boost children's confidence and self-esteem. However, the outside area is not yet used fully to extend children's learning and development during outdoor play. The effective key worker system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Discussions with parents suggest that they,

value the care their children receive. Parents are involved, through discussion with key staff, in deciding what their child's next steps in learning will be and encouraged to pass on their detailed knowledge of their child, particularly when they first attend. They also have opportunities to add information about learning at home to these records.

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

Children make good progress in their learning and development and thoroughly enjoy their time in the setting. Staff plan a stimulating and interesting range of activities based on children's starting points, interests, and information from parents. Sensitive observations are carried out on all children regularly, and show their progress towards the early learning goals. The next steps are identified and the information is used to inform planning for individual children which supports them to build on skills they already have. Children are starting to form friendships with each other and are confident and self assured. They behave well, share, take turns appropriately and play co-operatively. They understand what is expected of them and respond well to the simple explanation, frequent praise, encouragement and support given by staff. Children become active, inquisitive learners who are developing skills for the future. They actively participate in activities that promote communication, language and literacy skills very well. They have free access to mark making activities and their early reading skills are promoted. For example, children observe the text displayed attractively around the nursery and children regularly look at books for enjoyment in the cosy book corner in each room.

Children count and recognise numbers as part of everyday activities. Younger children start to count, along with staff who count the children as they line up ready to move to another room. They also explore shape and size with a range of computer software and various mathematical resources. Children are gaining a very good understanding of the wider world. They have regular access to a range of toys that show positive images of diversity and celebrate different cultural festivals. Staff have a good understanding of involving all children in activities and encouraging them to value and respect others. Children also learn about their local community as they enjoy trips to the local railway station and parks. Children's creativity is promoted well. They enjoy singing and moving to music, drawing and painting and playing with role play resources. Younger children repeat situations familiar to them and older children use their imagination as they pretend to be, for example, a mother 'taking a baby to the doctor's because it has spots and needs medicine'. Babies and very young children receive good care in visually stimulating rooms. Resources promote inquisitiveness and exploration including hand activated toys and those to develop hand-eye coordination. Paint, foam, sand and 'treasure baskets' provides tactile experiences. Thorough hygiene routines, including the use of gloves and aprons minimise the risk of cross-infection. Baby's health is actively promoted through the parental provision of nappies, creams and wipes to ensure they use familiar products.

Children are active and understand the benefits of physical activity. They have

opportunities to large physical play equipment to practise climbing skills. Children enjoy a good variety of nutritious meals with a vegetable option daily. They also have access to drinks from the 'drinks station' at all times so they learn about meeting their own needs well. Children also understand the importance of good hygiene as they use paper towels and liquid soap which prevents cross-contamination effectively. They also explore activities such as caring for their teeth and enjoyed a visit from a local dentist to explore this topic further. Children learn about the environment well as they recycle and make models out of used materials. They also grow vegetables and plants outdoors and help to prepare their food. They had great fun making their own fish fingers and beans using fresh salmon and beans. This helps them to understand about healthy choices and how these are linked to caring for the environment. Warm relationships are in place between the staff and the children, who happily involve staff in their play. As a result, children feel safe and secure.

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	3
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	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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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