



Bizzie Bees 3

Inspection report for early years provision

Unique Reference Number	EY234947
Inspection date	21 June 2006
Inspector	Sheila Harrison
Setting Address	Cavendish Road, Markyate, St. Albans, Hertfordshire, AL3 8PT
Telephone number	07790 031394
E-mail	
Registered person	Julie Ann Lawrence
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bizzie Bees 3 Pre-school opened in October 2001 and is one of four settings. It is situated in the village hall in Markyate. The pre-school mainly serves the local area but some children attend from nearby villages.

There are currently 33 children aged from two years three months to four years on roll. This includes 13 children with funding for nursery education. The group is open five mornings a week during school term times. Sessions are from 09:15 until 11:45.

Children attend for a variety of sessions. The setting supports children with learning difficulties or disabilities and those with English is an additional language.

Four full time and one part-time member of staff work with the children. Two staff have an appropriate early years qualification and two members of staff are working towards a qualification. The setting receives support from the local authority and the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally protected as the setting has suitable procedures to stop the spread of infection. Practitioners have reviewed the exclusion periods and raised the exclusion for sickness and diarrhoea to 48 hours to ensure children are fully clear of infection before returning to pre-school. Children understand simple hygiene practice through washing hands after using the toilet. They can visit the toilet independently and use the easily available soap and paper towels. Children use baby wipes to clean their hands before accessing the snack bar. Practitioners have satisfactory records including accident and incident records. However, they do not have up-to-date first aid qualifications and this compromises the health of the children in an emergency.

Children are well-nourished. They have independent access to the snack bar where they can serve themselves a wide range of fruits brought by the parents and prepared by staff with a choice of milk and water. Staff support the young children as they become more competent to independently pour the drinks. Practitioners observe the snack bar from a distance to check children are aware the snack bar is open. Children have the opportunity to discuss healthy eating during the weekly cookery session. Their dietary needs are met as practitioners work well with the parents. Allergies are recorded and made known to all staff. Parents are encouraged to bring celebration foods to pre-school and staff offer strict guidelines in order to ensure allergies and food preferences are respected.

Children make sound progress in their physical development. They develop self-confidence in their physical skills as they move with control and co-ordination inside and outside. Children learn to manoeuvre the sit and ride toys in a partitioned part of the hall which ensures the safety of the other children. They use the large pretend traffic lights and petrol pump to play imaginatively. Indoors, they use a range of equipment to develop competent fine motor control. Children enjoy using the challenging play and climbing equipment in the park in the better weather. There is a flat, fenced area outside for the children to run, use bats and balls and play cooperatively with the parachute. Children have suitable opportunities to rest within a comfortable book area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well-maintained and protected environment. Staff check the premises daily and they have a secure procedure for dealing with any maintenance problems to make certain of children's safety and comfort. The front doors are locked to ensure children cannot leave the premises and allowing the children to visit the toilets independently. Children are safe on the short crossing to the park as staff have efficient systems to check whether the park is safe to use and to see them go straight to the gate. Children are comfortable during periods of hot weather as practitioners take steps to ensure suitable ventilation. Children are familiar with the fire evacuation procedures and staff evaluate and record the drills to ensure children are confident to participate.

Children's interest is maintained as they can select from a pre-determined range of appropriate resources. Daily plans ensure a wide range of different materials are available for children to choose from. Children are learning to keep themselves safe. They are reminded to follow the settings appropriate safety rules although the consequences of these actions are not always fully explained. Children are enthralled and participate enthusiastically during a visit from a police officer. They enjoy valuable chances to talk about stranger danger and road safety.

Practitioners are aware of the child protection policy and know who to contact if there are any concerns. They have completed suitable child protection courses. This ensures children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well upon arrival and have a friendly relationship with the practitioners. The children's sense of trust is increased and well-supported through the key-worker scheme. They are secure in the routine and willing to participate in self-chosen activities and games organised by the practitioners. For example, young children watch the older children at the playdough table and are then gradually joining in. Individual comforters are respected. Staff are beginning to introduce 'Birth to three matters' framework and plan activities in line with the outcomes to extend the children's learning.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making progress in their learning as they are offered activities and experiences that reflect the six areas of learning and the stepping stones. Children's learning is encouraged as the practitioners have a satisfactory knowledge of the Foundation Stage although some staff are unclear of the learning intention of some activities. Children's play is supported as practitioners are deployed for most of the time by sitting at their level. Changes to the routine of the session allow children time for sustained concentration. Children that learn on a larger scale are integrated successfully by the organisation of the physical play resources.

The effective keyworker scheme allows for systematic assessment of the children's stage of development and their interests. Observations and samples of the children's work are compiled to monitor the learning experience for the children. Brief evaluations are made of the activities linked to the different stages of children

development although plans and evaluations do not include identifying the next steps in the children's learning.

Children are motivated to learn as the staff generally provide resources to extend children's learning. New and interesting additions to the role play hospital such as the appointment cards, the play computer and telephone are added later in the week to enhance children's play throughout the week. Children choose freely from a range of creative and mark making equipment from the trolley and children enjoy sprinkling glitter onto the table and gluing the empty container onto a picture.

Children are interested in a range of purposeful and developmentally appropriate indoor and outside activities. They are beginning to listen and follow instructions whilst enjoying an outside game with the parachute. Children are encouraged to recognise their names with their parents help as they enter the session. Children are linking sounds with letters at circle time and they independently choose some examples to fit with the letter P and F. Children have many chances to count for a purpose during registration time and they are comparing numbers during a music session with 'ten coloured bottles'. However, children's mathematical understanding is not fully supported as staff do not always ask challenging questions or have suitable resources readily available.

Children show curiosity when playing with water and the different properties of coloured and damp spaghetti. They work with a range of materials and are beginning to understand design by joining a variety of materials. They independently initiate works of art in two and three dimensions.

Helping children make a positive contribution

The provision is satisfactory.

Children feel valued and are developing secure relationships with the effective keyworker scheme and settling in procedure. Staff are readily available to cuddle and comfort children and to help them leave their main carer. Older children support younger children in their play. Children generally manage their behaviour appropriately. Staff are available to help children understand how their actions affect others.

Children show good independence skills. They freely access the snack bar and put on their own painting aprons. They are beginning to respect the needs of others and they are developing positive friendships. As a result, children's spiritual, moral, social and cultural development is fostered.

Children are becoming aware of the wider world as they visit the local school and have short walks to the post box. They enjoy the current theme of people who help us and the planned visits from a fire officer and paramedic are greatly anticipated.

Children acknowledge various festivals with appropriate resources. Staff provide various foods for the children to try and the children all took home fortune cookies during the Chinese New Year.

All children are able to participate because activities are suitably adapted to meet their needs. Adults are committed to inclusion and they undertake relevant training. They work in close partnership with parents and other professionals.

The partnership with parents and carers is good. They are provided with a wide range of information on the setting including information on the Foundation Stage. They receive regular newsletters. Posters and the medium term play plans are displayed. Staff are aware of the children's developmental starting point as parents are encouraged to share what they know about their child as they complete a questionnaire before starting. Parents are well informed on their child's achievements. The keyworker offers a termly appointment for parents to visit the session to view the records and discuss their child's progress through the stepping stones. Each child has a contact book and if they are interested, children are given weekly tasks to complete at home with the parents linked to the current theme. Parents contribute fully to the session by visiting and sharing their professional skills. Children fill with pride as they see their parent at pre-school.

Organisation

The organisation is satisfactory.

Children are content and settled in the setting. Their needs are met through generally effective organisation. Practitioners understand and follow the setting's acceptable policies and procedures including the confidential storage of information. However, the requirement to notify Ofsted of significant changes to the manager is not completed promptly and this potentially compromises the well-being of the children. Management take appropriate steps to protect children by appointing experienced staff with a suitable knowledge of childcare. Ongoing in-house and local authority training is regularly available to ensure staff update their skills and knowledge. Staff without current Criminal Records Bureau checks are supervised until acceptable clearance is obtained.

Leadership and management is satisfactory. The setting is committed to the improvement of education for all the children. The area manager is frequently available to support the staff team evaluate the session, the needs of the children and the staff's training needs. Staff meetings, appraisals and regular informal discussions are used to monitor and improve the quality of education. Children benefit as the setting is developing close links with the local school. The Foundation Stage teacher visits the setting to ensure a consistent approach. Children visit the school allowing them to discuss any queries or concerns they have about starting 'big school' with the staff. Overall children's needs are met.

Improvements since the last inspection

At the last education inspection the provider agreed to provide a differentiated

curriculum, improve the assessment system and improve information on the Foundation Stage. At the last care inspection the provider agreed to inform parents of the child protection procedures and encourage the children's independence.

The provider has begun to include a differentiated curriculum through their improving knowledge of 'Birth to three matters' framework. The setting is currently undertaking a review of the assessment procedure to link it more closely the stages of development of the children attending although this information is not fully used to plan the next steps for children. The keyworker adequately records children's achievements and collects samples of their work to complete a portfolio for parents to keep when the children leave the setting. Parents receive good quality information on the Foundation Stage through newsletters. Information posters and the settings nursery education plans are displayed in the foyer.

The provider has updated the brochure to give sufficient information on the duty to report concerns to the relevant authority. Children's independence has been improved by the reorganisation of the snack bar and the free access to the toilets.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure enough staff are trained in first aid to ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time
- inform Ofsted of the appointment of any person who has responsibility for the day to day management of the group.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend the questioning and challenges in mathematics to promote the children's learning
- ensure that short term planning identifies the learning intentions, and your evaluations of the plans help children move to the next steps in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk