



Bizzy Bees

Inspection report for early years provision

Unique Reference Number 219111
Inspection date 04 May 2006
Inspector Susan Marriott

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MK43 9JB
Telephone number 01234 767785
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Registered person Bizzy Bees Pre-School
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bizzy Bees Pre-school opened in 1972. It operates from a large room in the memorial hall in the village of Wootton. The pre-school serves the local area. There are currently 60 children from two to under five years on roll. Of these, 40 receive funding for nursery education. The setting is open on weekdays during term time only from 09.15 to 11.45, and from 12.45 to 15.15. The pre-school is able to provide support to children with learning disabilities or difficulties and children who have English as an

additional language. There are nine staff who work with the children and of these, four hold appropriate early years qualifications to level 3 or above. Three staff members are working towards level 2. The pre-school receives advisory support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow effective health and hygiene policies and procedures. Sick children are excluded from the provision to minimise the spread of infection and the premises are maintained in a clean and hygienic state. Tables are thoroughly wiped with anti-bacterial spray before food use to prevent cross contamination. Bowls of water for hand washing are changed frequently by staff to prevent the spread of infection and several alternative strategies for managing hand washing are actively being considered. Children independently use tissues to blow their noses and discard used tissues appropriately under staff guidance. Children receive appropriate treatment in medical emergencies because several staff hold suitable first aid qualifications and the first aid box is accessible and adequately stocked. Accidents and the administration of medicines are recorded in compliance with requirements to safeguard children's welfare. Children using the toilet wash their hands afterwards and staff give liberal praise and remind them about protecting themselves from germs.

Older children enjoy high levels of independent access to their mid-morning snack at the snack bar system. Staff are on hand to assist if necessary, whilst encouraging children to self-register, to pour their own drinks and make healthy choices about their food. Staff give choices and ask the children 'What shape toast would you like today?' These arrangements maximise the use of snack time as a learning time for children. Younger children attending the afternoon sessions benefit from a more closely supervised group snack time but staff still know when to stand back and allow the children to develop independence through pouring their own drinks and serving the snacks to one another. Children do not become thirsty because they have constant access to drinking water. The children can help themselves from a jug of water and they discard the cups after use into the washing up bowl to prevent the spread of infection. The staff ensure that children can access appropriate fluids outdoors as well as inside and provide a jug of orange juice at the picnic table on warmer, sunny days. In winter, the outdoor menu includes such items as hot chocolate and toast.

All the children enjoy daily physical activities whenever possible, facilitated by the free-flow arrangement of indoor and outdoor play and the excellent deployment of staff to assist and support when needed. Children decide for themselves where they will play and this enables them to develop control of their bodies and improve their physical skills through an appropriate level of challenge. For example, the availability of a large and secure tarmac playground enables many children to practice their skills

regularly and learn how to ride a two-wheeled bike without stabilisers.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are warmly welcomed into this friendly pre-school and cared for in a bright, stimulating, safe and secure environment. Displays of children's work show that what the children do is valued by staff and visitors. Children can hang their coats and bags independently and access the toilets themselves. The pre-school is a set out and pack away setting where space is used creatively and areas are set aside for dedicated activities, reflecting the six areas of learning.

The indoor and outdoor environment is carefully planned to provide a positive context for learning and teaching. For example, children are accessing the book area freely following its relocation to another area of the room. The long, thin village hall room is set out with a well thought out arrangement of furniture and toys where staff can spend time with individual children following up their interests and requests. For example, a child wanted to make a card to take home and a staff member led the child to the craft table, set out with all the necessary resources from which the child could select and create an original masterpiece. Children therefore have highly independent access to an extensive range of quality resources which actively promote their care, learning and play. Children use suitable and safe equipment, and have independent access and make choices because the pre-school is well-resourced both inside and outside, providing a wide range of safe and well maintained furniture, toys and equipment which meets the varying needs of the children. The staff balance taking acceptable risks with safety. For example, all children must wear cycle helmets when riding the bikes outside.

Children are well supervised and staff give sensible priority to the security of the premises. Visitors to the setting are genuinely welcomed and sign the visitors book. Relevant hazard assessments are completed on a daily basis enabling staff to minimise the risks to children. The setting has clear fire evacuation procedures and the staff carry out drills and record these with suitable frequency. This means that children are familiar with the evacuation drill and this underpins their safety. Children's welfare is safeguarded because they are protected by informed adults who understand current child protection policies and procedures. The joint owners hold overall responsibility for Child Protection in the setting and speak confidently about how they will implement procedures if called upon to do so. Other staff members have also attended recent and relevant training in order to ensure robust child protection strategies in this setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good progress in learning, leisure and personal development because they actively participate in purposeful, play-based activities and clearly enjoy themselves. Children are happy, settle quickly and relate well to other children and

staff. Staff encourage and build children's confidence and self-esteem through constant praise and recognition. Therefore, children become increasingly confident, independent learners and their individuality is valued and respected. Staff are confident, enthusiastic and knowledgeable in their childcare practice. Staff prioritise the individual needs of the children. For example, at registration time the younger children are allowed to choose an animal noise to answer their name because the staff find that doing so increases children's confidence in the whole group situation.

Plans generally provide a suitable range of delightful activities for children under three-years-old. However, the newly established planning and assessment systems which take account of the 'Birth to three matters' framework have not yet been fully implemented or had time to become effective. Nevertheless, staff give appropriate emphasis to the personal, social and emotional needs of young children separating from their carers for the first time. Children rapidly become independent learners because the staff make the effort to provide many different choices of activity and support them in their chosen task. The provision of mobile trolleys packed with resources enables children to learn how to make informed choices and decisions as they independently select what they want to use at the mark making table or the craft bar. The pre-school is well organised to enable children to work in large and small groups, and to benefit from a good balance between child-led activities, adult-initiated activities and independent play.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals given their ages and starting points. Children work as part of a group in many self-chosen activities and there is a strong emphasis upon independent learning in this pre-school. The staff work well as a team and provide a stimulating range of practical activities which encourage the children to make choices and become independent learners. The staff develop good relationships with all the children and they are skilled at using both questioning and listening skills to extend the children's play. During a discussion at the puppet table, a staff member asks 'Do you know what a baby horse is called?' She praises the child's efforts as the child offers the word 'calf' and gently corrects the answer to 'foal'. Staff work with children, have a sound understanding of their needs and development, set boundaries for them but allow choice, independence and opportunities to develop responsibility for themselves, their actions and equipment as is appropriate to their age and stage of development. For example, 'Role play in shoe box' is being developed with the shoe box containing suitable items to promote imaginative play along a variety of themes. Children enjoy the 'dog box' in particular, and use the lead, feed bowl and rope toy to stimulate play on a range of levels.

The staff have very good knowledge and understanding of the foundation stage curriculum and this is reflected in highly competent planning systems. Children can consolidate learning in one area and reinforce their knowledge in another because the staff are competent and confident in identifying cross curricular links on their plans. Planning builds on the Foundation Stage guidance and interlinks positively with children's progression and achievement. Children's achievement is appropriately linked to the early stages of the stepping stones because plans also identify regular observation opportunities. Staff use on-going observations well to plan the next steps

for their learning and record children's acquisition of basic skills. Skilful use of observation and assessment means that all children are challenged appropriately. The needs of children who learn more quickly or more slowly are met through the identification of extension and support activities. Planning and assessment effectively underpin a learning programme of proficient quality and teaching meets the needs of all children.

Staff use clear and appropriate teaching techniques. Having routines and a rhythm to the day helps children to gain confidence and independence. For example, children know that they can come back to activities and can therefore choose to join a group which is going to cook or listen to a story. The established staff team work well together and support children well by giving clear explanations, make appropriate interventions and extend and develop children's play. Relationships at all levels are good. Children quickly display high levels of involvement and gain a sense of achievement, self-confidence and self-esteem. For example, during the inspection, several children are thrilled and really keen to 'show off' their new skills as they have learnt to ride a two-wheeled bike and no longer need the security of the stabilisers.

Excellent priority is given to the development of children's speaking, listening, reading and writing skills. Lots of repetition in song and rhyme helps children to develop language skills effectively and visual aids such as a 'Big Book' edition and a soft toy version of 'The Tiger who came to tea' provide a visual focus for young children as an aid to concentration. The outside area is particularly well-used to support cross curricular learning. For example, children can climb into the new large sand pit and dig with long handled spades 'like proper workmen' and children ask for buckets of water and 'paint the fence', combining physical development with knowledge and understanding of the world. Children use very large chinks to draw 'roads' on the playground to ride their bikes along. Staff draw individual children's houses and talk with the children about the shapes of windows and doors, and the numbers on houses. They talk about the location of places of interest in the local environment, such as the garage, school, pre-school and village shop. These activities interlink all six areas of learning and promote the development and use of language.

Children calculate how many more or less within the daily routines and study the life cycle of the butterfly and the frog. Two computers are available for children to practice sequencing, pattern matching, rhyming and letter recognition. A 'construction area' contains large wooden planks and bricks and is very popular with the boys who enthusiastically build ramps and bridges, developing skills of cooperative play. A staff member introduces the word 'drawbridge' whilst playing with plastic bricks and provides a very simple explanation to the child. Creative activities are used to reinforce learning in other areas, especially knowledge and understanding of the world. Children have ample freedom to express their own original ideas through a wide range of media. For example, children create their own caterpillar with tissue paper circles, freely interpreting the ideas and suggestions provided by the staff, who introduce words such as 'antennae' and 'feelers'. The playleader is able to play the piano so that children benefit from daily song and rhyme sessions and musical activities, including access to instruments, dancing and movement sessions.

Helping children make a positive contribution

The provision is good.

Children from the diverse local community are warmly welcomed and included in all activities. However, planned activities tend to focus upon more traditionally British events which does not promote children's understanding and appreciation of the wider world. This potentially limits children's development of a positive attitude to others. Children who have particular requirements have their needs met well and knowledgeable staff support their learning in this inclusive setting. Children are well behaved in response to the consistent expectations of caring practitioners. Large group times hold the interest of all children and they gain confidence and self-esteem through staff encouragement to vocalise and participate. Children take turns and show concern for others. This positive approach actively fosters children's spiritual, moral, social and cultural development.

Staff develop a positive partnership with parents to support children's progress in learning. There is a wealth of information which is easily accessible which includes general care and educational literature. However, the setting does not yet keep a record of any complaints in line with recently revised regulations. Parents value the service provided. The generous adult to child ratios support children well. Staff and parents share relevant information about the children who receive nursery education on a daily basis. Parents are able to meet with their child's key worker regularly. This two-way sharing benefits the child and enhances their learning. This underpins their progress in the pre-school and consequently their ability to fully contribute to the provision. The partnership with parents and carers of children who receive nursery education is good.

Organisation

The organisation is good.

The good quality of organisation and leadership and management of the nursery education safeguards and effectively promotes children's care and welfare. The playleader has a clear vision for the future development of the group and a desire to continue to improve the practice through self-evaluation and continual monitoring. She works alongside her staff promoting a good team spirit and monitoring the daily practice at close hand. The mature and stable staff team are well qualified and dedicated to the concept of quality childcare and education. They follow children to the activities which engage their interest and provide effective support to draw the learning from play. This promotes positive outcomes for children. The dedicated staff team ensure that children benefit and enjoy their time at this welcoming provision. Staff demonstrate a real rapport with children; they respect children's feelings, value their comments and clearly enjoy their company. Planning and assessment systems are good, appropriately detailed and ensure a clear focus to secure and progress children's learning. The pre-school meets the needs of all children who attend.

Improvements since the last inspection

At the last inspection, two recommendations were made to improve the quality and standards of care for children. The setting was to request permission from parents to seek emergency medical advice or treatment and to place increased emphasis on the sharing of information about the children's learning with the parents. Appropriate permissions are now sought within the admissions system and this safeguards children's welfare. The staff team have worked hard to advertise the various opportunities available to parents to see their child's records and discuss their progress. The regular newsletter carries a consistent invitation to parents to make use of the opportunities available to them.

At the last inspection of nursery education, two key issues were identified. It was suggested that staff improve their knowledge and understanding of special educational needs. The setting currently employs an extra staff member to support children with particular needs and the co-ordinator has attended appropriate training. This experience has strengthened staff confidence to implement their special needs policy in practice. The setting was asked to give greater emphasis to the use of books across all aspects of the provision. The book corner has been relocated to a more central position within the hall, near to the warmth of a heater. Books are now carefully displayed face on and the area is altogether more inviting to children. During the inspection, children were observed asking staff to read stories on request and using the area constantly. A non-fiction book was available for reference at the craft table, where the children were making caterpillars, to support their learning through discussion and demonstrating the commitment to the increased use of books to support children's learning in all areas.

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 record may contain complaints other than those made to Ofsted

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The quality and standards of the nursery education are good.

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):

- continue to develop your systems for monitoring the development of children aged two to three years, for example, through the use of the 'Birth to three matters' framework
- devise a record of complaints in line with new requirements, issued October 2005 and share appropriate information from that record with parents on request

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):

- continue to extend children's learning about a range of world cultures and traditions.

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