



## **Busy Bees Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	400303
<b>Inspection date</b>	27 March 2006
<b>Inspector</b>	Maralyn Chiverton
<b>Setting Address</b>	Pannal Community Primary School, Pannal Green, Pannal, North Yorkshire, HG3 1LH
<b>Telephone number</b>	07814 132952
<b>E-mail</b>	
<b>Registered person</b>	Busy Bees Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Busy Bees Playgroup is privately funded and has been registered since February 1993 to care for no more than 26 children from 2 years to under 5 years at any one time. The setting operates from purpose built premises in the grounds of Pannal Community Primary School. There are currently 33 children on roll, of which 32 are in receipt of nursery education funding. The setting opens five days a week during term-time only. Sessions are from 09:00 to 11:45. There are five members of staff

working with the children, four of whom hold a recognised childcare qualification. One member of staff is working towards a further qualification. The group receives regular support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive through the implementation of effective hygiene practices and procedures which meet their individual nutritional, physical and health needs. They are very independent in their personal care and understand that the need to wash their hands before eating and after using the toilet is to prevent them becoming ill from germs. Staff are very proactive in promoting children's understanding and awareness of what constitutes a healthy lifestyle through planned topics, discussion and 'hands on experiences'. For example, children make vegetable soup using a variety of fresh vegetables. They are encouraged to make healthy choices through being offered nutritional snacks, such as a variety of fresh fruit, cheese and breadsticks. They independently access fresh drinking water throughout the session. Children benefit from well-planned activities to develop their physical skills and enjoyment of exercise. For example, moving to music and participating in action games accompanied by a variety of musical instruments.

Children in receipt of funded nursery education show good awareness of themselves, space and others, and move with good control and coordination in a variety of ways. For example, they participate in obstacle courses and perform the 'dragon dance' when celebrating the Chinese New year. Children are beginning to develop a good understanding of the changes to their bodies after exercise through simple discussion. For example, after exercise they feel their heart beating faster and discuss their quickened breathing. They are provided with regular opportunities to use a variety of small equipment with safety, control and coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe in a warm, very welcoming and secure environment, which is clean and well-maintained. Effective procedures for the arrival and collection of children, recording of visitors ensures no unauthorised access. Effective deployment of staff, space and resources allows children to move with freedom, safety and independence as well as ensuring all areas are efficiently supervised. Children are offered a wide range of exciting activities as well as a broad, well-balanced variety of resources and equipment which are safe, suitable and purposeful. Any in need of replacement are purchased through a reputable company which complies with British safety standards. Children's understanding of personal safety is well-promoted through planned themes, simple discussion and the promotion of the Green Cross Code. Children benefit from the high priority given to their safety through staffs comprehensive understanding and implementation of detailed, well written policies

and procedures. For example, operational plan for outings and regular participation in fire evacuation. Children are kept safe from harm through staffs high level of awareness of the signs, symptoms and procedures to follow with regard to child protection.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children's confidence, independence and self assurance is fostered and promoted effectively through lots of encouragement, support, appropriate challenge and praise. They benefit from a well-organised learning environment which promotes and encourages independent learning. Children show very good interest, involvement and enjoyment in what they do. They are encouraged to make decisions, think for themselves and participate in a new activities which are creative, imaginative, and include 'hands on experiences'. For example, children plant and maintain vegetables and flowers in the outdoor area. Children relate well to each other and become involved in both group and individual play. They are well-behaved, their understanding of right and wrong promoted through appropriate stories, nursery rules and simple discussion. Children's individual needs and welfare are met through shared information and an effective key worker system. Parents receive verbal communication on their child's progress and achievements on a daily basis.

The quality of teaching is very good. It is rooted in a secure understanding and sound knowledge of the Foundation Stage, which allows children to make good progress in all six areas of learning. Planning is detailed and links into the six areas of learning. Children are provided with a wide variety of interesting well-planned activities and experiences that are linked to areas of learning. Staff use good questioning skills and additional resources to challenge children's thinking. They place great emphasis on good interaction with children and are very supportive in their learning. However, there is no procedure for identifying what a child knows and can do when entering the setting. Children's progress is assessed and monitored through well written observations, focused activities and individual pieces of children's work. However, this information is not used effectively to extend children's learning. Children show high levels of confidence, have a positive approach to learning and show enjoyment in all that they do. They demonstrate good independence skills as they look after their own personal hygiene. Children are confident communicators and listen to stories with concentration and enjoyment. They are able to write their names and link letters with phonic sounds. Children are beginning to count confidently during daily routines and activities. They recognise numerals as they charge for train tickets and use the telephone in the role play area. They understand and use mathematical language in their everyday play and are able to correctly name mathematical shapes, such as circles, triangles and squares. Children's understanding of their local environment and the wider world is well-promoted. For example, they take train journeys, visit places of interest and are visited by people who help us. Children are provided with regular opportunities to use their imagination skills, to explore, experiment and investigate colour, texture and shape through a very good selection of collage materials. For example, making models from re-cycled boxes and participating in role play.

## **Helping children make a positive contribution**

The provision is good.

Children are respected and valued as individuals, their personalities well known through an effective key worker system and personal experience of accompanying older siblings attending the setting. Children confidently express their ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution. Children are well behaved. Their spiritual, moral, social and cultural development is fostered through the general ethos of setting, to care for, respect and value others. They are encouraged to suggest ideas of their own, respect those of others and follow the nursery rules. Children benefit from the effective promotion of anti-discriminatory practice and equality of opportunity which is fostered by staffs comprehensive understanding and implementation of well written, detailed policies and procedures. For example, children with special needs are well supported through an experienced special needs coordinator. Children's understanding of similarities and differences is well promoted through positive role models, discussion and appropriate stories.

Partnership with parents is very good. Parents views and ideas are valued, respected and represented at team and committee meetings. They are provided with an information booklet which contains photographs and information about each staff member, quality information about the setting and the Foundation Stage. Parents are encouraged be involved in their child's learning through spending time in the setting and providing resources which link in with planned themes. They receive daily verbal communication about their child's progress, as well as having access to their child's individual file which contains observations, photographs and individual pieces of children's work.

## **Organisation**

The organisation is good.

Children benefit from a well-organised environment where they are supported by a very good ratio of experienced, qualified staff who work exceedingly well as a team. Children are provided with consistency of care through part-time members of staff covering for periods of staff absence. Effective implementation of detailed, well written policies and procedures contribute to children's welfare, care, learning and enjoyment. However, existing policies and procedures need to be reviewed to ensure all Ofsted requirements are included. Children benefit from staffs enthusiasm, motivation and enjoyment, as well as their good understanding of their role and responsibilities in developing children's learning. Staff are aware of the need to improve their existing system of assessing, monitoring and recording of children's progress to include their existing knowledge when entering the setting, and extension of children's learning.

The leadership and management of the nursery education is very good. They have identified the outdoor provision as an area with regard to improving the quality of nursery education. Leadership and management have a clear vision which steers the work of the setting and is shared with all staff. Effective leadership and management

of staff ensure their views and ideas are valued, respected and represented at committee meetings. The setting is committed to improving the quality of care and education for all children through professional development. The strengths and weaknesses of the provision including the provision for nursery education are effectively monitored and evaluated through regular team, committee meetings, constructive feedback from early education consultant, previous inspection reports and parent questionnaires. Overall, the provision meets the needs of all children who attend.

### **Improvements since the last inspection**

Since the last care and education inspection, the setting has taken very positive steps to improve organisation and children's safety. For example, all written information for parents includes required details. All documentation relating to day care is kept on the premises, readily accessible and available for inspection. The introduction of a visitors book records the arrival and departure times of all visitors which ensures no unauthorised access.

### **Complaints since the last inspection**

There are no complaints to record. 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.

## **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 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):

- review existing policies and procedures to ensure all Ofsted requirements are included

#### **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):

- develop existing procedures for assessing, monitoring and recording of children progress to include a procedure to identify what a child knows and can do when entering setting and extension of children's 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](http://www.ofsted.gov.uk)