



Bizzy Bees

Inspection report for early years provision

Unique Reference Number	EY310718
Inspection date	26 April 2006
Inspector	Susan Linda Capon

Setting Address	Ex-Blues Club, By 120 Pickhurst Rise, West Wickham, Kent, BR4 0AW
Telephone number	020 8777 9904
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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 was registered in 2005. The pre-school is 1 of 2 groups jointly owned by private individuals. It is situated in a sports club provision situated in the West Wickham area of the London Borough of Bromley. The group operates from 2 rooms with associated kitchen and toilet facilities. There is a secure area available for outdoor play. The group serves the local community. A maximum of 32 children may attend at any one time. The pre-school opens each weekday between 09:15 and

12:15 during term time only.

There are currently 25 children from 2 to under 5 years on roll. Of these, 17 receive funding for nursery education. The group currently supports children with special educational needs and English as a second language.

A team of 7 staff work directly with the children. Of these, 4 hold a relevant child care qualification equivalent to NVQ 3. There are 3 staff currently studying to achieve an NVQ 2 qualification in childcare. The group is a member of the Pre-School Learning Alliance. They receive support from the Early Years Development and Childcare Partnership and Special Educational Needs Co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

All the children are developing a good understanding of how to keep themselves healthy and free from infection. They use the staff as their role model as they develop good hygiene practices including washing their hands after using the toilet. However, they do not wash their hands before eating their snack, although older children are aware that washing their hands helps "to get rid of the germs and make them clean". Staff use good routines as they wash their hands before preparing the food, clean the work surfaces with anti-bacterial spray and use different-coloured cleaning cloths to prevent the spread of infection. These routines are in line with the group's health and safety policy and procedures. Children receive good treatment when they have an accident and staff maintain detailed accident records which they share with the parent. Well organised procedures for administering medication keeps the children safe at all times. Staff protect the children from infection through the use of good sickness procedures.

The children enjoy physical play on a daily basis when the weather permits. They enjoy a good range of physical activities outdoors. Staff provide balls, bean bags, hoops and a parachute for individual and group activities. The children also access large climbing equipment developing their climbing, jumping and sliding skills as they play. They are developing their awareness of changes to their bodies as they take a drink or stop for a short rest.

The children are developing their understanding of healthy eating as they enjoy a choice of fresh fruit on a daily basis. Staff discuss healthy food at the daily snack bar and support the children's learning through different topics throughout the year by looking at food which is good for them. Staff always wash the fresh fruit before they give it to the children. Parents support the group's healthy eating plan as they bring the children fruit to share at their snack time. The children can access fresh drinking water throughout the session. They choose when they wish to take their snack and sit down with a staff member and other children to enjoy the social atmosphere. The provision meets each child's individual dietary needs by providing appropriate food and drink in agreement with the parents' wishes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All the children are very safe and secure in the setting. Staff ensure the premises are suitable and safe for the children's use before they arrive, for example, they check the toilets are clean and the garden is safe. All exits are fully secure and good staff deployment throughout the premises ensures children are unable to leave unnoticed. Staff monitor the arrival and departure of the children closely to ensure the children are safe at all times. The children are developing their understanding of keeping themselves safe and know they must not leave the premises without a suitable adult. All visitors are required to sign in and out of the premises and are never left alone with the children. Staff carry out daily risk assessments to ensure the premises and equipment is suitable and safe for the children's use.

All the children spend their time in clean, warm and welcoming premises. Staff work hard to make the premises child friendly as they provide a wide range of toys, equipment and activities for the children each day. These are set out daily, together with posters and displays of the children's work and topics covered, to make the setting their own. The premises are organised well, providing children with suitable areas for playing, eating, messy activities, resting and time outdoors. The children are fully protected by the staff's sound knowledge and understanding of child protection procedures in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is good.

All the children are happy, settled, confident and secure in their surroundings. They all settle quickly on arrival and select an activity from the good range readily available each day. All the staff are fully conversant with the Birth to three matters framework and the Foundation Stage, early learning goals and stepping stones. Staff support the children's individual learning and development well. All the children interact well with one another and the staff team, developing good communication and listening skills. Staff generally group children appropriately for activities. However, the group should consider the needs of the children under three years for some activities, for example, group registration.

Nursery Education

The quality of teaching and learning is good. All the children are very interested, motivated and keen to explore the wide range of activities readily available each day. Good planning ensures toys and equipment are well rotated. Children participate in a balanced programme of activities providing development and progression through all the early learning goals. They access a good balance of adult-led and free-choice activities each day. Tactile activities are readily available each session including sand, water, painting and play dough. All the children enjoy listening to stories and many are able to re-tell their favourites, for example, Handa's Hen and the Midnight Tiger. They are developing their language through new words, for example, soft,

smooth, rough and bumpy. All the children are aware print has meaning and enjoy looking at the books in the book corner. They hold them appropriately and carefully turn the pages.

Children are readily making marks as they make lists in the home corner and in their project folders. They do not always have the opportunity to write their own name when they paint or draw, which prevents them from extending their skills more frequently in this area. Some children write their own name using distinguishable letters. Children are developing their imagination through the interesting role play area and numerous art and craft activities, for example, when they pretend to roar like lions. They explore a range of textures and materials and are developing their senses, for example, through looking at sea shells. The children are very interested in the changes they observe as they mix the paint and when they make cakes. They enjoy exploring the outdoor area looking at the different trees and plants.

All the children are developing their numeric skills as they confidently count to ten and beyond. Staff support the children's mathematical development throughout the session, for example, during singing and counting songs and matching the wild animals. They are developing their understanding of simple calculation as they discuss how many more lions and monkeys they can find on the animal table. They are extending their use of technology as they confidently use a calculator and computer. They are all developing their physical skills as they shoot balls and bean bags into a basket ball net and participate in yoga and music and movement sessions.

Staff and parents work together and share information about each child's abilities prior to starting at the group. A key worker aids the individual child's progress and development through the early learning goals. The well-organised curriculum is topic based and includes a wide range of appropriate activities for all the children. Staff identify how individual children are incorporated into the day to day activities using their regular observations to chart the children's individual next steps. Staff evaluate the activities regularly to identify any changes required for the future. They write individual records for each child. These are fully discussed with the parents. Staff complete a full report when the children leave the group to go to school. All the staff support the children's overall development well, using open questions and incorporating children's individual likes and dislikes into the programme of activities, encouraging them to participate fully.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. Staff welcome the parents and children by name. The children are fully valued, respected and treated as individuals. Children have their own key worker which provides additional opportunities for developing good relationships with staff. This in turn reinforces the child's security and sense of belonging in the group. The children attending are from a mixed ethnic background, extending the children's opportunities to learn more about other people and their cultures. The staff are from a range of different cultures providing good role models

for the children. Children have opportunities to learn French as one staff member is fluent in this language. All the children access a good range of resources reflecting positive images of other races, cultures and disabilities. Additional opportunities to extend their development in this area are included through planned activities and visitors to the group, for example, Diwali, Chinese New Year and St. David's Day.

There is excellent provision for children with special needs to attend the group and become fully integrated with other children. Some children attend with their individual carer and others may have one to one support as required to meet their individual needs. Staff use Makaton with all the children helping them to develop their awareness of the needs of other people. Children with English as a second language receive good support from the staff, for example, staff learn simple words in the child's own language. This approach fosters children's spiritual, moral, social and cultural development well.

The children are confident in their surroundings. They have developed good relationships with the staff making them feel safe and secure in the setting. New children settle quickly through the group's excellent settling-in procedures. All the children behave well. They are aware of the group rules and older children are developing a good understanding of right and wrong, for example, they know they must share and take turns at the activities. Staff praise the children's efforts and achievements developing their self-esteem and confidence. All the children use good social skills, for example, they say "please" and "thank you" at the snack bar.

The staff team have developed excellent relationships with all the parents. Parents find the staff very friendly, approachable and helpful. They receive very good information about the setting through the prospectus, informative news letters, parent notice board, photographs, displays of the children's work and the group's policies and procedures. Parents are encouraged to be fully involved with the group and their child's development and progress. They are able to help at a session, provide materials for activities, join the group on outings and support their child's learning at home. They can do this through reading books from group's library and encouraging their child to become fully involved in the topic, number and letter of the week. Children enjoy showing their selection at circle time, for example, a toy leopard for pattern week. Parents are encouraged to attend open events to look at and discuss their child's work, development and progress. They provide the staff with detailed information about their child to enable them to provide suitable care for each individual. Staff make themselves available to discuss each child's day with the parents whilst ensuring they maintain confidentiality at all times.

Organisation

The organisation is good.

The leadership and management are good. All the children are well cared for and safe at all times. The well-deployed, consistent, dedicated, organised and caring staff team work well together. They are fully aware of their individual role each session and follow the group's daily planning to provide good quality resources and activities on a daily basis. Staff provide suitable care for the children at all times. The provision

maintains appropriate staff ratios both indoors and outdoors. Additional help is available when the children go on outings.

The premises are very well organised providing indoor and outdoor play opportunities for all the children. Excellent registration procedures ensure the staff are always fully aware of exactly who is on the premises at any time, ensuring the children's safety and security. Staff have a good understanding of the Birth to three matters framework incorporating this into their daily planning to promote good learning opportunities for the younger children. All the required documentation is in place to support the health, safety and well-being of the children attending. The provision has well-written policies and procedures which are regularly updated to ensure they meet changes to the National Standards, for example, a new complaints procedure is in place to meet recent changes.

The group has a clear vision for their future development and improvements to the service they provide. All the staff are keen to continue to develop their childcare skills and attend regular training. Several staff are completing their NVQ 2 and other staff have updated their child protection training. All the staff have recently attended the Birth to three matters framework training. Staff are fully supported by the providers and encouraged to access additional training opportunities that are relevant to their individual needs. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the group was registered.

The provider is required to keep a record of complaints made by Ofsted, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- ensure the children always clean their hands before eating
- ensure the younger children are always grouped appropriately throughout the session

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):

- provide more opportunities for children to write their names independently

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