



## **Busy Bees Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	127070
<b>Inspection date</b>	17 May 2006
<b>Inspector</b>	Linda Margaret Nicholls
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<b>Registered person</b>	Lisa Suzanne Tilney
<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 Pre-school was registered in 1999. It is privately owned. It operates from a village hall in Sutton-at-Hone, Kent. A maximum of 26 children may attend at any one time. The pre-school is open each weekday from 09.00 to 12.30 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 2 to under 5 years on roll. Of these 20 children receive funding for nursery education. Children come from a wide catchment

area. The nursery can support children with learning difficulties.

The nursery employs 4 staff, of these all hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are provided with an all round experience linking their understanding of good health issues to their own practice. They know to wash their hands to stop tummy aches and use individual paper towels to dry their hands. Procedures to prevent cross infection are consistent. Adults use barrier gloves. Children view good role models as adults clean table tops. They understand used tissues are put in the bin. Clear and informative individual records are maintained and a sick child policy has been revised so that children do not attend if they have an infectious illness. Parents are contacted immediately when injuries occur or prior injuries are noticed. Emergency numbers are accessible.

Children are developing a very good understanding of the benefits of a healthy diet. Water is readily available from a small dispenser set at child height. They know the foods they like: strawberries, pizza and apples. Children are very well behaved at snack time because adults have high expectations of them. Snack time is a social event with all sitting at the table chatting to each other. However they do not have an opportunity at snack time to extend their skills to pour their own drinks or to present snacks to one another. Biscuits and cheese are prepared for them and handed round by an adult. Children's health is protected by clear recorded information of family preferences and individual dietary requirements.

Children learn the importance of physical activity through the nursery education curriculum. They have regular opportunities to develop fine manipulative skills as well as vigorous active play. Weekly planned activities include practising to change clothes for a physical education session. Daily exercise with balls or ring games encourages them to jump, skip, run, negotiate space and cooperate with each other. They are beginning to understand the effect physical exercise has on their bodies and they know when they need to rest or take a drink when they are thirsty.

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

The provision is good.

Children are cared for in a safe, secure environment. There is plenty of space for them to move around, explore and play freely within safe boundaries. Children are welcomed in to a prepared hall. They can independently access toys presented to them and activities planned for them. Several soft toys and pieces of equipment appear much loved and well used. Items are purchased continuously to add to and upgrade the range available for children. These are checked to ensure they are safe and appropriate for all ages and stages of child development. An effective daily risk assessment ensures potential hazards are identified and reduced. Staff check the

small secure outside play area before children arrive to ensure there are no safety concerns.

Very young children are well supported by staff who allow them to move around independently and join in activities with the rest of the children. They supervise the children closely to reduce the risk of accidents. Children learn actively how to keep themselves safe through meaningful routines and good understanding of the group rules. For example, they know to pick up toys so they don't step on them and fall. They know not to walk around with scissors and to sit still so they don't wobble.

Children's welfare and safety is promoted because effective procedures are in place to inform staff and parents. All staff have attended child protection training either as separate courses or during national vocational training. Parents are aware of the provider's role. Written procedures demonstrate a thorough understanding of current local authority requirements.

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

The provision is good.

Children are comfortably settled at the pre-school. They demonstrate high levels of well being and involvement because staff provide them with a range of stimulating toys, resources and free play experiences.

Children have secure relationships because staff know them well and spend most of their time playing and talking with them. Experienced members of staff have a sound understanding of the range of experiences required to enable children to make progress in all areas of learning. The provider has implemented the Birth to three matters framework and all members of staff have received an introduction to the Foundation Stage training. Children enjoy the discovery of colours with paint and experiment with volume, pouring small teddy figures from container to container. They cuddle up to or carry round child size soft figures of animals and dolls. Staff engage in caring verbal contact with all children and know to wait for a child to respond during conversations. Children have sound relationships with adults and are not afraid to seek support. They sing along to action songs making precise movements for Makaton signing. Children develop confidence in different forms of communication. They listen, look and respond to each other with enthusiasm and enjoyment. Children make connections during their play representing their experiences and ideas through toys and equipment, for example, they pretend to buy buns in the baker's shop. One child brings a plastic ice cream to every adult in the hall.

### **Nursery education**

The quality of the teaching is good. Children are making consistent progress through the stepping stones towards the early learning goals. Planning covers the six areas of learning and a newly printed brochure informs parents of the Foundation Stage. There is no starting point assessment on entry to the pre school however individual planning by their key worker builds on what children already know and what they can do. Planning has recently been updated to include colour coding between stepping

stones however these do not indicate the next steps of children's progress

Children are very well behaved, focussed and engaged by sensitive and experienced teaching methods. They show care and concern for living things and each other. They use conventions such as 'please' and 'thank you,' as they socialise at snack time. Children are becoming independent learners as they move around the hall, choose their own activities and follow routines such as helping to tidy toys and equipment. They use a variety of tools to make marks and some are able to write their names. Others attempt to write for a range of purposes, such as during role play at the bakers shop. Children are developing a sense of time and can differentiate between past and present experiences. They sit quietly and concentrate during familiar and much loved stories contributing enthusiastically to questions intended to help them remember, think and respond. Children are gaining confidence with numbers and counting. They use simple addition and subtraction in every day routines. They discuss the numbers of children attending and can add one more as children arrive. They are learning to identify and describe shapes such as triangles, rectangles and circles and use language such as tall and taller to describe differences in height.

Children learn about the similarities and differences between themselves and others through projects and themes which include their own family and others from around the wider community. They demonstrate curiosity and concern for living things describing the caterpillars getting 'fuzzier'. Children are developing good hand eye co-ordination. Some are competent when using scissors, others attempt to follow adults who demonstrate and explain how to squeeze their fingers together. Use of the small outside area is dependent on weather. Physical skills are encouraged by weekly physical education activities and daily planned music and movement sessions. Children move confidently, imaginatively and safely round the room as they play ball games, skittles or walk on pot stilts. They join in with familiar songs. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

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

The provision is good.

Children are warmly welcomed and cared for according to their individual needs. They eagerly start to play on arrival and demonstrate a strong sense of belonging. Staff are fully attentive and enjoy being with the children. Young children are settled sensitively and with close reference to parents wishes. Children are warmly acknowledged and affirmed by staff. They demonstrate self assurance and confidence when playing with others, making choices amongst equipment and seek support or help from adults.

Children learn about the similarities and differences between themselves and others through toys, resources and planned activities, which promote positive images of diversity. Children are well behaved, learn to share and take turns and understand the difference between right and wrong. This is because staff provide good role models, support children according to their individual ages and stages of

development and regularly praise their achievements and good behaviour. Children benefit from consistency of care because staff and parents work closely together to support their needs. Parents feel staff are friendly, approachable and share all necessary information to ensure children's needs are met. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures.

The partnership with parents is good. Parents of children receiving funding for nursery education feel they receive good quality information of their children's daily experience. Children's individual progress is identified and information about the early learning goals of the Foundation Stage is available to parents in a brochure and less fully, on a notice board. Opportunities for parents to share and record their special knowledge of their children at entry are not taken. There is no starting point assessment when children first enter the pre-school. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children are at ease and quickly settle within an organised environment. They feel secure and at ease with familiar staff and surroundings and can access a prepared range of play opportunities. Systems are in place to ensure the adults working with children are suitable to do so. The registration certificate is displayed and the necessary records are in place and shared with parents. These include effective daily attendance records which show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the effective policies and procedures which guide the group's good practice.

The leadership and management are good. Staff knowledge of the Foundation Stage is developing well following recent training. Clear aims are identified for the personal development and achievement of all children. Staff are committed to the integration of care and nursery education, to promote successful outcomes in all areas of child development. However, whole group activities are not thoroughly evaluated to inform future planning. The provider is committed towards the continuing improvement of the provision. Staff training is planned so that methods of record keeping and assessment continue to improve. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection an action was given to ensure children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and to develop staff's knowledge and understanding of equal opportunities issues. Children are provided with activities which promote annual cultural events, they access a wide range of resources and make and decorate posters.

At the last inspection the provider agreed to recommendations to continue

discussions with hall committee for additional storage space for child size furniture, and to expand the area of soft furnishing and floor coverings. Children are attracted to the book corner because the soft cushion covers are bright and welcoming. The provider continues to use space and resources effectively as possible.

At the last inspection the provider agreed to a recommendation to ensure displays include children's work. Children are proud of their work displayed on wall hangings and posters.

At the last inspection the provider agreed to recommendations to ensure parents are informed of staff qualifications and training plans, the details in the register are complete and staff induction details are recorded. These are now in place.

At the last inspection the provider agreed to a recommendation to ensure plans for staff deployment include a member of staff sitting and chatting with children at snack time. Children learn to socialise with adults and their peers.

### **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.

## **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):

- provide opportunities for children to serve themselves and their friends at snack time increasing cooperation and independence.

#### **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 develop record keeping introducing a starting point assessment and identifying a link from their achievements to the next steps to learning thus reinforcing understanding of the early years goals of the Foundation Stage.
- introduce a record to evaluate and assess whole group activities to build up a reference portfolio for future planning.

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