



Sundon Park Bizzie Bees

Inspection report for early years provision

Unique Reference Number	EY295059
Inspection date	27 November 2006
Inspector	Susan Tuffnell
Setting Address	Lealand Youth Wing, Lealands High School, Sundon Park Road Luton, Bedfordshire, LU3 3AL
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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 Pre-School was registered in 2004 and is one of three Bizzie Bees provisions in the Luton area. It operates from the Youth Centre on the campus of Lealands Secondary School. There is a large hall available for the children as well as an outdoor playing area adjacent to the building.

A maximum of 32 children from two years to under five years may attend at any one time. The pre-school is open each weekday from 09:15 to 11:45 term time only. The pre-school employs five members of staff, four of these hold appropriate early years qualifications and one is working towards a qualification. The nursery is in receipt of funding for nursery education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of physical activities which contribute to a healthy life style. They confidently use their physical skills to access a range of large and small equipment. Children experience a variety of ways to move their bodies as they climb, balance and dance. Children show excitement and enthusiasm as they join in with an active music and movement activity. They listen to instructions from staff as they march together to the music and mimic animal movements. Children's dexterity and hand and eye coordination is developing as they manipulate modelling materials, jigsaw puzzles and small world figures.

Children are generally protected from infection through clear explanation from staff about personal hygiene. They know to cover their mouth when coughing and wash their hands after using the toilet. However, the implementation of health and hygiene procedures is not consistent. The standard of cleanliness and hygiene in the children's toilets, the cubical partitions and the floor is poor and children are at risk from cross-contamination and infection as they do not always have appropriate hand washing materials such as soap or disposable hand towels. Practitioners are well informed about the children's health needs and adequate documentation is in place to support this. All suitable consents are collected from parents and a system is in place to record any medication given to children. Accidents are documented to ensure a full record is kept and shared with parents. Three members of staff hold current first aid certificates.

Children learn about healthy eating as they help prepare fruit for snack time. Children choose when they want to go to the snack table and help themselves from the very good variety of fruit on offer. They sit in small groups with a member of staff and it is a happy social occasion. Children show a good level of independence as they finish their snack, use a cleansing wipe on their hands and dispose of this in the bin. Children show confidence as they pour their own drinks and most children have good table manners. The practitioners take account of parents' wishes and any dietary needs of the children. Extra care is taken if any child has an allergy or dietary requirement.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure and well supervised. The safe organisation of the environment is maintained by regular risk assessments and a daily health and safety check list. Practitioners recognise hazards and take positive steps to minimise these. The setting is well planned with lots of space for children to move freely and safely around activities. Thorough safety and security precautions are in place to promote and safeguard the children's welfare. Practitioners help children gain an awareness of keeping themselves safe as they explain and practise simple procedures such as emergency evacuation. Children learn about personal safety through appropriate and firm boundaries such as not running inside or throwing toys.

Children use a range of safe, well maintained and developmentally appropriate resources. All items are regularly checked for safety. Equipment and activities are attractively presented at

the children's height to encourage independent access and to help children learn to respect and look after their resources. For example, all the children are involved in tidying away play materials and equipment and know where to take them to be stored. This helps children gain an awareness of safety and take some responsibility for keeping themselves and the environment safe. However, children's safety is jeopardised as the organisation of the storage area in the children's toilets is poor with equipment and play materials stacked against one wall.

Children are well protected. Practitioners are knowledgeable about child protection and have in place good guidelines for the reporting and recording of any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and secure. They have a sense of belonging as they come into the pre-school and know the routine. Children relate well to each other, seeking out friends to share activities. For example, children link hands as they take part in a music and movement activity. Most children spend their time in a purposeful manner as they move freely around the activities throughout the session. They enjoy exploring new and familiar concepts such as the modelling clay and the creativity table. Most children are able to concentrate and persist at self chosen activities. Practitioners are on hand to support and engage those children whose concentration is limited to help them complete activities. For example, children persevere as they attempt difficult jigsaw puzzles with the encouragement and support of staff. Planning for the 'Birth to three matters' framework is not in place. However, the setting has the framework and will implement it when planning for the younger age group.

Nursery Education.

The quality of teaching and children's learning is satisfactory. Children are generally making progress due to the practitioners' knowledge of the Foundation Stage and how children learn effectively. Some planning shows interesting activities which challenge and stimulate most children. As a result most children are motivated and make positive links in their learning. Children use their imaginations well as they play with dinosaurs, take part in role play and seek friends out to join in as they play in the home corner. Children are confident speakers and most will listen well to others during play and at group time. They enjoy stories and join in enthusiastically with songs and rhymes and respond well when engaged in conversation with staff. However, the book corner and the writing table is rarely used spontaneously by children and children's understanding of communication, language and literacy is limited by poor planning. Practitioners do not provide sufficient opportunity for children to gain an awareness of word recognition and early reading skills due to the lack of labels on everyday objects and the ineffective use of children's name cards.

Children are encouraged to count at every opportunity by staff. They count pieces of fruit at snack time and the number of children present that day. Children construct tall models with play bricks and compare sizes. They are beginning to work out weight and balance as they create more stable models and use mathematical language to describe similar play materials. However, children are not interested in the items on the maths table and there are no focussed activities to stimulate and interest the children in solving mathematical problems. Children gain

some knowledge about their local environment within the pre-school. For example, a visit from the fire service is talked about enthusiastically by the children and extended with an interesting story and a lively discussion. However, there is limited planning to increase children's awareness of diversity and the wider world.

Practitioners have an awareness of children's individual needs and their starting points in order to move them forward. Some aspects of children's progress and the use of some of the stepping stones are recorded. However, these are limited and do not clearly identify children's achievements in order to plan for the next steps in their learning. The lack of evaluation of activities means practitioners are unable to recognise and record where they have been successful in promoting learning and which aspects need improvement. Planning of the curriculum is not consistent in some areas, for example, maths, communication, language and literacy and knowledge and understanding of the world. However, where links are made to the stepping stones and early learning goals planning is satisfactory.

Overall children make satisfactory progress in all areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children take part in a range of activities to increase their awareness and enjoyment of familiar and unfamiliar festivals and celebrations, for example Christmas, Easter and Chinese New Year. However, planning activities to increase children's awareness of the wider world is limited. Practitioners have very positive attitudes and present themselves as good role models which in turn helps children relate to others and gain a positive understanding of the needs of others. For example, children seek out others to hold hands when dancing and help each other to dismantle the play kitchen. Children are learning to share and take turns and respond well to direction from adults. Children show responsibility as they carry out specific tasks when tidying up. This positive approach fosters children's spiritual, moral, social and cultural development. Effective systems are implemented to support children with any special needs or who speak English as an additional language.

Children have a good awareness of the boundaries within the pre-school. They generally behave well and respond to direction from adults. The consistent approach followed by all adults impacts clearly on children's security and confidence as they know what is expected of them. Children develop self-esteem as they are able to resolve differences themselves and gain an understanding between right and wrong.

Partnership with parents and carers is satisfactory. Parents play an active role in the pre-school and this in turn helps them support their children's care, learning and play. A range of information is available to parents about the group. For example, the complaints procedure. However, information about children's achievements and progress is not made available to parents and details of the activities and the curriculum is limited. Children benefit from a two way sharing of information between practitioners and parents and the management is considering ways to develop this further. Parents receive regular newsletters which help to show planned events and to foster a good working relationship between home and pre-school.

Organisation

The organisation is satisfactory.

Children feel secure and confident within an organised environment. This enables them to interact with others and initiate and extend most of their own play and learning. The range and quality of activities for children enables them to be challenged in some areas and practitioners have a satisfactory knowledge of the early learning goals. Children can move safely and freely around activities and enjoy uninhibited space to spread out and play.

Leadership and management is satisfactory. The management team understand that they need to work on the organisation of the provision to make it effective. For example, they acknowledge that the development of the operational plan to cover all areas of practice is vital to the overall care and education of all the children. The management has a clear and positive vision for the future and have a dedicated staff team who present themselves as positive role models for the children to relate to. Induction training and qualifications are met and appropriate policies and procedures are implemented to keep the children healthy and safeguard their welfare. However, effective systems to evaluate activities and children's progress is limited. Practitioners promote an inclusive environment where each child is important and they organise time, staff, activities, resources and space to ensure all children generally benefit from their time spent within the group.

Overall the needs of the children attending are met.

Improvements since the last inspection

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents. 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):

- implement effective hygiene procedures to prevent the spread of infection and give children opportunities to learn about personal hygiene
- take positive steps to minimise hazards to children on the premises. This refers to the storage area
- improve outcomes for children aged from two to three years using an approach in line with the 'Birth to three matters' framework
- introduce a rigorous system to evaluate activities and practice and to extend children's assessments to show a clear picture of their progress and achievements
- develop effective information sharing with parents that includes information about the activities provided for children.

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 develop early writing and reading skills
- increase opportunities for children to learn a wide range of mathematical concepts
- provide a broad range of activities that extend children's knowledge and understanding of the wider world

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