



Bovey Busy Bees Pre-school

Inspection report for early years provision

Unique Reference Number	106246
Inspection date	01 December 2006
Inspector	Sally Hall
Setting Address	The Methodist Church Hall, Bovey Tracey, Newton Abbot, Devon, TQ13 9AB
Telephone number	07909 576422
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Registered person	Bovey Busy Bees Pre-school Committee
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?

Bovey Busy Bees Pre-School has been registered since 1991, and is privately owned, and run by a manager and a committee of staff members with representation from the church. It is situated in the Methodist Church Hall at Bovey Tracey, and it serves the families and children of local villages. The pre-school operates term-time only on Mondays, Wednesdays, and Fridays from 09.30 to 12.00 for children aged three to school entry and on Thursday afternoons from 12.15 to 14.45 for children aged two to five years. There is also a session from 13:00 to 14.45 on Mondays for two-year-olds. It is registered to provide care for 26 children aged from two to five years. At present there are 32 children enrolled, 14 of whom are in receipt of funding. They are able to support children with learning difficulties and/or educational needs and English as an additional language. Children have use of several rooms within the church hall and are cared for by a manager and three members of staff. The staff mainly hold qualifications to NVQ Level 3 and 4 with one member of staff who has completed various child care courses to support

her knowledge. The group receives support from the Devon Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where good procedures are followed to minimise risks of infection. Children know to wash their hands after messy activities, after toileting and before snacks. Children can easily access the toilets and anti-bacterial spray and paper towels are easily accessible. Children's accidents are recorded appropriately and this information is shared with parents who countersign the accident book. Staff have completed first aid training and have consent to administer first aid to children. However, the consent does not clearly include to seek emergency medical advice or treatment.

Children have snacks of fruit and breadsticks and are encouraged to help themselves to juice or milk. Children's dietary needs are known and recorded. Snack time is a social occasion for the children and the staff sit at the tables with them encouraging good social skills.

Children have regular exercise they enjoy action songs. They develop their small muscles effectively by using scissors with confidence and manipulating play dough. They have physical equipment to use including ride on toys and make their own games. For example, with road signs giving directions when to stop and go, and one child being a Police Woman issuing tickets.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment and have space to play and move freely. They have access to a good range of resources, which are set up well to give plenty of choice. Children overall are supervised well at all times and risk assessments have been completed. Security has been improved to ensure children cannot leave the building unattended. Children have outings to the local library, shops and park as well as planned outings to local venues. Staff ensure a good ratio is maintained and parents will accompany their children on outings. However, staff need to be vigilant when moving between rooms. For example, when children are going to the toilet and particularly when other groups are using the facilities to ensure they know exactly where each child is all the time. Children are familiar with safety evacuation procedures and visitors to the group are vigilantly recorded including times of arrival and departure. Children learn to keep themselves safe as they play. For example, they are reminded not to run and give each other space as they play and sit together at circle time.

Children are further protected by the staffs knowledge and training they have completed in how to deal with child protection. They have information and a comprehensive policy to refer to should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and secure in the setting they relate very well to each other and members of staff. They are keen to learn and eager to tell their home news during show and tell at circle time and show an item or toy they have brought in from home and talk about it. They listen well to instructions and they all actively help to tidy up. They engage very well in conversations with each other as they play and share and take turns. They are encouraged extremely well and staff take an active interest in what each child is doing. Children have time for free play as well as times that they are grouped together.

Nursery Education:

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of learning. Staff have a secure knowledge of the Foundation Stage and how children learn. They know all the children extremely well. Children's assessments show targets for each child's next steps of learning. Children concentrate well; however, the more able children do not always receive sufficient challenge in all areas of learning. They are not always encouraged to use their imagination and own ideas to extend their individual skills and knowledge, particularly with planned craft activities enabling them to be independently creative. Children look at books and handle them carefully. They are confident to ask a member of staff to read a story to them during the session and enjoy looking at books with each other. They learn to write their own names on their work and recognise sounds of letters. They enjoy using musical instruments and action songs and are keen to ask to sing their favourite songs. Children count confidently at circle time and when using resources which support counting and sorting skills. For example, when threading cotton reels. Children engage well in role-play using hand puppets and construction toys; they use goggles and simple technology toys, for example, a sander and a drill. Children learn about their local community with visits to the library, and Fire Station and they have visitors invited in to talk to them. For example, a dentist, to talk to them about the importance of cleaning their teeth. They learn about diversity through planned themes. Children understand different times of the day, talk about the weather and celebrate festivals throughout the year. They have opportunities to cook regularly. They use the computer confidently and learn to share and take turns and enjoy working in pairs, problem solving maths games.

Helping children make a positive contribution

The provision is good.

Children are very happy and secure in the setting. They are confident to introduce themselves and each other and relate extremely well with each other and members of staff. They share and take turns and listen well to instructions. They are familiar with the routine of the morning and move confidently around the rooms accessing the equipment and participating in activities. Children's spiritual, moral, social and cultural development is fostered. Children behave very well and are thoughtful and caring to each other. Staff are very effective in resolving any behaviour issues swiftly to ensure there is no impact on children's enjoyment.

Children with disabilities can be supported and staff are confident in meeting their needs. There are suitable amenities and easy access to the building. Staff liaise well with parents and outside agencies to ensure all children's individual needs are met and there is consistency for the children. For example, sharing information for children who are attending speech therapy. They have good links with the local school and regular contact and visits from the Reception Teacher. This ensures a good exchange of information for children moving on to school.

Partnership with parents is good. They receive a comprehensive prospectus and regular newsletters. They are informed at the start of each term what their child will be doing and there is a good exchange of information daily. Parents are confident to approach staff and are able to speak to them in confidence, as a room is always available within the building. Staff are very aware of the importance to maintain confidentiality including with children's records.

Organisation

The organisation is good.

Children are cared for by staff who work well as a team and know all the children very well. They have completed relevant training and have a commitment to on-going training. They have a secure knowledge of each child's stage of development, likes and dislikes. Staff are clear of their roles and organise the sessions well to make the areas used inviting for children. Children's documentation is recorded and they have comprehensive policies to refer to and all regulatory information is in place.

Leadership and Management is good. The committee takes an active interest in the running of the group. The staff take the responsibility for overseeing the daily running of the sessions and planning and children's assessments. They evaluate their planning and monitor children's progress to ensure they are making progress.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection, the pre-school was recommended to improve the information available to parents regarding the planned provision. The pre-school now provides parents with newsletters and information at the start of the term of the planned programme and children's records. They were also recommended to improve the organisation of snack time so that it is a positive experience for children and to provide healthy snacks. Children are now provided with a choice of fruits which they are encouraged to cut up and pour their own drinks and members of staff sit at the table with the children. This has improved the experience for children and encourages their independence. They were also recommended to improve the system to ensure the premises are secure. They have fitted a door alarm to the door ensuring children cannot leave the building. These improvements have improved the safety and care of the children and ensures parents are well-informed.

The pre-school were also given recommendations to improve planning and grouping of children and to provide parents with more detailed information. They have reviewed their planning and link it to the curriculum and group children appropriately. They now provide parents with more

detailed information. This ensures that planning supports children's progress and parents are informed of what their child is doing.

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, 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):

- improve written consent from parents to seek necessary emergency medical advice or treatment for children.
- ensure children are supervised at all times with particular attention when moving between rooms and when groups are using other areas of the building.

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):

- extend opportunities to provide the more able children with challenge in all areas of learning.
- provide children with a wider range of easily accessible resources and materials to enable them to express themselves freely in a variety of ways.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk