



Busy Bees Pre-School

Inspection report for early years provision

Unique Reference Number	EY247983
Inspection date	07 November 2006
Inspector	Joanne Wade Barnett
Setting Address	The Pavilion, Eynsford Close, Petts Wood, Kent, BR5 1DP
Telephone number	07762 052426 01689 831736 (out of sch)
E-mail	
Registered person	Busy 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?

Busy Bees Pre-school was registered in 2002. It operates from a sports pavilion situated on the edge of a playing field in Petts Wood near Orpington. A maximum of 24 children may attend the nursery at any one time. The pre-school is open each weekday during school term times. Sessions are from 09:10 until 11:50 on Mondays to Friday and from 12:30 until 15:10 on Monday to Thursday. All children share access to an enclosed outdoor public play area. The pre-school serves the local area.

There are currently 37 children aged from two to under five years on roll. Of these, 27 children receive funding for early education. Children attend for a variety of sessions. The pre-school currently supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs eight members of staff. Five staff have early years qualifications to NVQ level two or three.

The setting receives support through the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are clean and generally well maintained. Effective procedures introduced by practitioners help sustain good levels of cleanliness, for example, they wipe tables down with anti-bacterial spray and wear gloves when dealing with any spillages or nappy changes. Children learn about the importance of personal hygiene through the daily routine. They wash hands automatically after using the toilet and before snack and younger children do so with gentle reminders from practitioners. A sick child policy, accident and medication procedures and practitioners up to date first aid training means that they can act in the best interest of children should they become ill or have a serious accident.

Children learn about healthy eating through topics, posters and access to a variety of healthy snacks such as fruit and vegetables. Children are able to access fresh drinking water freely during the session, helping them to learn the importance of keeping their bodies hydrated.

Children have a positive attitude towards exercise and are developing their physical skills. They run and play on the apparatus in the local park, using the slide, climbing frame, swings and roundabout. Children use the small room in the pavilion for music and movement and practice catching and rolling balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults.

Children's safety is prompted in practice by practitioners and they have clear systems to keep them safe indoors and outdoors. Risk assessments enable practitioners to ensure that any outstanding safety issues are addressed promptly. Consequently children have a clear message and understand the importance of pre-school rules regarding keeping themselves safe.

The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are cross referenced to the register, as a result, all children are regularly involved in the emergency evacuation practice.

The manager and deputy supervisor have a sound understanding and share responsibility for child protection. Practitioners continue to develop their knowledge and understanding of issues relating to child protection by attending relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

The environment is carefully prepared and well-organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage and promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers.

Systems of planning are undertaken regularly, however this is currently being reviewed to incorporate fully the Birth to three matters framework, alongside the Foundation Stage Curriculum. Although careful consideration is given to ensuring children are able to access a broad and balanced range of activities, suitable to their ages and stages of development, opportunities for children to access materials that stimulate their senses and develop their creativity, at times is limited.

Nursery Education

The overall quality of teaching and learning is good. Children arrive confidently and settle quickly. They are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing rhymes and engage fully in exciting and interesting stories. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story-telling. A well labelled environment helps children learn that words have meaning. Many children count reliably up to 5 and beyond and receive good opportunities to develop all concepts of mathematics through purposeful planned activities and excellent questioning techniques used by practitioners. Opportunities for children to express and communicate ideas in role play continue to evolve.

All practitioners have a sound knowledge and understanding of the Foundation stage curriculum, this ensures children receive a full programme of good quality education. Curriculum planning is prepared in advance and staff use this as a working document with children as they guide spontaneous play and learning. Practitioners plan purposeful activities that provide opportunities for teaching both inside and outdoors.

Children move around the setting with confidence and are supported well by practitioners to help them achieve the most from all activities. They are engaged, animated, interested and absorbed, as they select activities, however table top activities are selected by staff and lacks child led activities.

Helping children make a positive contribution

The provision is good.

Children's individual care and educational needs are well recognised and practitioners endeavour to identify children's needs early on and monitor progress throughout the time in pre-school. They are skilled in doing this and help children to feel valued, supported and well cared for. As a result, children are developing good levels of confidence and are developing an awareness of the wider society. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good. Practitioners use positive behaviour management techniques and provide good role models. Subsequently children are valued and encouraged as individuals to contribute in group situations and are praised when they do something well. They know to share and to take turns, they are friendly, listening to each other, considering each others' feelings and sharing resources amicably.

Partnership with parents is good. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and practitioners to enhance their children's learning. In addition, regular newsletters ensure parents are kept updated with important information relating to the daily operation of the setting and children's progress. A key worker system is in place, and parents of pre-school children know their child's key worker and are aware that the pre-school has in place policies and procedures. However, the complaints policy has not been changed to reflect current changes to the legislation.

Parents of younger children benefit from an open door policy which supports communication and allows parents to discuss their children's day at pre-school. Although the staff are using Birth to three matters framework it is not fully implemented in practice.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides.

The provider is able to show that all adults working at the setting have undergone checks to establish their suitability. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

The leadership and management of the setting is good. An appraisal system successfully identifies practitioner's strengths and weaknesses and identifies any training needs. Plans cover all areas of learning to ensure children receive a balance across the six areas of learning. Practitioners work well as a team and know their role well. They meet regularly to discuss the children's individual needs. A secure knowledge and understanding of the Foundation Stage and how young children learn means that children are making good progress towards the early learning goals. Practitioners are kind and caring in their interactions with the children and clearly enjoy their company. Consequently, children are happy and approach them with ease.

Children are provided with a balance of activities that promote their development and enables them to relax, be active and engage in play activities with their friends. Practitioners apply

useful questioning techniques to make the children think. All staff undertake observations and assessments on the children; as a result, systems for identifying what children need to learn next are good.

Improvements since the last inspection

At the last care inspection there was one recommendation made in order to improve the quality of care provided at the setting. The group were asked to differentiate between the roles of Ofsted and the Local Authority in investigating complaints. Overall, the group have made satisfactory progress in addressing the issue identified at the last inspection of care, however the policy lacks information, therefore it has been highlighted in this report and a recommendation made.

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.

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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):

- continue to develop and implement appropriate systems of planning for children under three years by use of the Birth to three matters framework
- ensure the complaints policy is in line with current changes to legislation and shared with parents

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):

- further develop opportunities for children to freely build and construct with different mediums

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