

Busy Bees Preschool

Inspection report for early years provision

Unique Reference Number	305322
Inspection date	10 July 2007
Inspector	Sue Anslow
Setting Address	Buglawton CP School, Buxton Old Road, Congleton, Cheshire, CW12 2EL
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Registered person	St John's Church Committee
Type of inspection	Integrated
Type of care	Full day 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 Preschool is run by the District Church Council. It opened in 1992 and operates from a two roomed mobile building in the grounds of Buglawton CP School, near Congleton. A maximum of 26 children may attend the preschool at any one time. The preschool is open during term time only, each weekday morning from 09.00 to 11.30 and from 12.30 to 15.00 on Mondays, Tuesdays and Thursdays. Children have access to the school playground and adjoining field for outdoor play.

There are currently 36 children aged from two and a half to under five years on roll. Of these, 31 children receive funding for early education. The preschool supports children with learning difficulties and children who speak English as an additional language.

The nursery employs four members of staff who all hold appropriate early years qualifications. Advice and support is provided by Cheshire Sure Start and teachers within the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, stimulating and mostly hygienic environment, where staff follow effective procedures and practices to meet children's individual needs. Children learn the importance of good personal hygiene through daily routines and reminders, for example, washing their hands independently after messy play, before eating and after using the toilet. Signs and pictures in the bathroom encourage the use of soapy bubbles to get rid of all the germs. Good levels of adult support help children stay healthy and staff hold first aid certificates. Effective procedures ensure children are cared for appropriately if they feel unwell or have an accident and records are kept as required. However, parental permission for emergency medical treatment has not been obtained, which compromises children's health protection.

A healthy lifestyle is promoted through the provision of healthy drinks and snacks, served at every session. Fresh fruit, raw vegetables and salad items are included in the weekly menu and drinks of milk and water are served with the food. A jug of fresh drinking water is available throughout the day for children to help themselves to, ensuring they never get thirsty. Children understand about healthy foods through discussions and activities. They see books and posters with pictures of fresh fruit and vegetables and grow some fresh produce in their garden, which they delight in trying. This helps them learn about healthy food, where it comes from and what it needs to make it grow. Individual dietary requirements are respected, in consultation with parents and children are encouraged to try foods they may not have experienced before.

Children explore, test and develop physical control during stimulating daily indoor and outdoor activities. They are confident when using a range of wheeled toys and balancing equipment and move safely and with control when accessing all areas. Well planned and spontaneous activities enable children to explore and extend their physical capabilities. They manoeuvre various wheeled toys round obstacles, hop and jump across the yard for exercise, crawl through tunnels and cardboard boxes and explore concepts, such as over and under during circle games with the parachute. Children understand how their bodies work as they feel their heart beating faster, their breathing getting louder and their bodies feeling warmer as they run or jump from one side of the play area to another. Children use a range of large and small implements and tools with increasing control and confidence, for example, construction sets, glue spreaders, scissors and the sticky tape cutter.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy ample play space, both indoors and outside, in this lively, stimulating environment. Their art and craft work is displayed around both rooms, which gives a feeling of welcome in this bright, attractive setting. A wide variety of play equipment, organised tidily and safely on low shelving, allows children freedom of choice and independence. Effective cleaning and checking systems support the health and safety of all the children and they happily put toys and books away tidily when they have finished playing. Children enjoy using natural play materials, such as leaves, feathers, sand and wood, which enhance their creative skills and extends their knowledge of different textures. Cardboard boxes are a great favourite as children make boats, houses and dens from boxes of different sizes.

Good procedures are in place to keep children safe and secure and effective staff teaching develops the children's awareness of potential hazards. For example, using the graduated ramp outside the entrance door and not running between the rooms indoors. Children learn how to keep themselves safe through regular activities and discussions. For example, knowing what to do during fire drills and riding their bicycles and cars safely in the direction of the chalk arrows in the playground, to avoid any collisions. Effective systems are in place to ensure children are collected by named adults and the children's welfare is well protected by staff who have a clear understanding of child protection policies and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time in the pre-school. They arrive happy, eager to meet with their friends and excited about what they are going to play with that day. Children make good progress because staff are skilled and use their knowledge and sound understanding of the Foundation Stage curriculum to provide good care and education. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Early communication skills are well supported through adult-child interactions and children begin to make sense of the world and express their ideas, as they join in a diverse range of exploratory and sensory experiences.

Nursery Education

The quality of teaching and learning is good. Children are excited and interested in the extensive range of stimulating activities, relevant to their needs. The well chosen toys and play materials including those from the natural world, such as sand, water, seeds, food products and textiles, all support children's learning and development. Children are eager to learn, self-assured in their play and confident to try new experiences. They listen quite well to stories and join in with songs and action rhymes, such as 'Five little speckled frogs'. Appropriate questions from staff help children think and predict what might happen next. For example, 'Do you think the elephant can lift those heavy weights' and 'What day comes after Monday'. Children practise their mark making skills in the writing area and have very good opportunities to write for different purposes in other areas, such as writing the 'wedding invitations' for their parents, for the end of term party. Letter and number displays help children recognise the correct shapes and they register themselves on arrival by selecting their name cards and handing them in. Children confidently count how many cups they need for the snack table and calculate how many pieces of bread stick they have left, after they have eaten some. They count how many wheels they have put on their 'digger' and measure the size of their heads in preparation for making the hats for St Patrick's day.

Children learn to take care of living things through planned, practical activities, such as planting seeds and growing flowers and vegetables. They are introduced to nature and the wider world around them through walks around the school field to look at different leaf shapes or the patterns in the thick frost on the walls. Recent visits to the local church to arrange the forthcoming 'wedding ceremony' for their end of term party resulted in looking at the patterns in the stained glass windows, and recreating them with coloured cellophane glued over different shapes cut in paper. Children thoroughly enjoy the role play activities, using their imaginations to create jungle huts, space stations or cosy dens, with scraps of material pegged to a clothes horse. Children enjoy the many and varied activities available to use their creative ideas and imaginations. They make boats from cereal boxes, collage pictures of jungle animals with scraps of fur and wool and authenticate props for the 'three little pigs' story from straw and sticks.

Children proudly show off the displays of their work on the walls and the counter tops around the room and staff are happy for children to save unfinished work to continue later. This gives children a sense of pride and self-esteem and allows them to take their time over projects if they wish.

Right from the start, staff find out about children's skills, interests and needs, and build on this information effectively to help children achieve as much as they can. Plans for the year's themes are drawn up with the teacher from the reception class in school and preschool staff further discuss ideas for activities each term. Staff are perceptive to children's interests and needs and use effective systems to observe, monitor and record children's achievements. Activities are evaluated to ensure children are learning effectively and to help them move on to the next stage of their development. Children progress well in this lively, learning environment as staff monitor their progress and key workers ensure all areas of development are covered. However, the manager does not always ensure new, young staff and students understand their roles in developing the children's learning, which compromises effective adult child relationships and teaching.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the preschool because staff value and respect their individuality and the family context for each child. Children are able to bring a comforter from home, if required, which helps the settling in process and aids continuity of care. They have many opportunities to learn about themselves, each other and the world around them through planned activities and resources reflecting diversity. Children celebrate different festivals through their art and craft work, such as making hats and costumes for St Patrick's day and decorating a Christmas tree in December, next to the fireplace in the book corner. Many of the signs around preschool are in different languages and children accompany their 'thank you' song before snack time, with sign language. Children with learning difficulties receive appropriate care and support from staff who liaise closely with parents and other professionals, to ensure each child's specific needs are met. This ensures all children make good progress with their development and maximises opportunities for their learning. Children behave well and are learning to share and take turns as they help each other build a den outside or wait at 'the traffic lights' for the 'horse and rider' to pass by. They help to tidy up when asked and are learning ways of negotiating with others through guidance from staff. Children receive lots of praise and encouragement from staff which boosts their self-esteem and confidence and appropriate strategies for managing any difficulties are employed. Children are spoken to calmly and quietly and encouraged to work and play cooperatively together. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive a range of good quality information about the provision and the Foundation Stage curriculum. Daily verbal handovers on arrival and departure ensure continuity of care and recognition of the children's enjoyment and achievements. Regular newsletters and notices keep parents informed of what the current theme is and which letters and numbers are being highlighted. This enables parents to extend their children's learning at home or get involved in activities or outings taking place at preschool. Parents have ready access to the setting's policies and procedures and complete a questionnaire about their child's interests and abilities when they start their first term. Staff keep parents informed of their child's progress during each term and a written report is given to parents when they leave.

Organisation

The organisation is good.

Leadership and management is good. The qualified staff team work well together to provide good quality care and nursery education for the children. They keep their knowledge and skills updated by attending relevant courses and workshops. The children's development is enhanced by the well organised programme of exciting and interesting activities to promote all areas of learning.

Children make good progress in this interesting and stimulating environment. The well balanced programme of activities, both indoors and outside, provides a range of learning opportunities in all areas of development. The freedom of movement and easy access to the play equipment allows the children plenty of choice and encourages their independence. Children's health, safety and well-being is supported by written policies and procedures and parents are kept well informed of their children's progress throughout the year. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The provider agreed to provide written procedures for staff to follow in the event of uncollected children and ensure risk assessments of all areas used by children were completed regularly. Both these recommendations have been completed satisfactorily, thus enhancing children's safety and security.

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 complaint 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):

- obtain written parental permission for emergency medical treatment.

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):

- ensure staff and other adults understand their roles and responsibilities in developing children's learning.

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