



Busy Bee Pre-school

Inspection report for early years provision

Unique Reference Number	251431
Inspection date	14 March 2007
Inspector	Lynn Clements
Setting Address	'The Hive', Castle Playing Fields, HAVERHILL, SUFFOLK, CB9 9DE
Telephone number	01440709705
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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 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?

Busy Bees Pre-School was registered in 1980. It operates from purpose built premises in Haverhill. The pre-school serves the local community.

The setting is registered to provide care for a maximum of 24 from 3 to under 5 years at any one time. There are currently 53 children on roll. This includes 25 funded children. A small number of children have special needs and the group offers support for children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.30 and 12.15 until 14.45. Children attend for a variety of sessions.

Five members of staff work regularly with the children. Three members of staff including the manager hold appropriate early years qualifications and one member of staff is working towards a National Vocational Qualification level 2. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn about the importance of washing their hands after using the toilet or before meals to prevent the spread of germs. Child height posters in the hand washing areas provide clear visual clues and reminders to children on how to wash their hands thoroughly. Nappy changing routines are implemented to protect children from the risk of cross-contamination; protective clothing is worn, staff clean changing mats using antibacterial wipes and ensure soiled nappies are disposed of properly. A clear sick child policy is implemented in practice and shared with parents to prevent the spread of infection. Up to date records are in place to ensure children's individual needs are met and respected. Permission from parents enabling staff to seek emergency medical advice or treatment to ensure children are cared for appropriately should they become sick in the pre-school is in place. Staff obtain clear written instructions from parents about the administration of medications to ensure children receive the correct dose. Accident records are maintained and parents are kept informed. Members of staff have completed first aid training enabling them to respond and care for children appropriately in the event of an accident.

Children benefit from the sound knowledge and understanding held by staff with regard to childhood nutrition. They enjoy a variety of healthy snacks, with fresh fruit and vegetables every day. Carbohydrates are provided to ensure children have plenty of energy to explore and play happily. Children are beginning to learn about foods which are 'good for you' and those which are 'not so good' as they discuss healthy eating during snack-time discussions or when they join in cooking activities. They learn to lead a healthy lifestyle; taking part in regular exercise such as playing in the garden, digging or riding wheeled toys. Children use large apparatus with increasing control and show good spatial awareness as they roll tyres or balance on different sized crates. They manipulate malleable materials pulling and stretching dough into various shapes.

Staff have recently completed the 'Birth to three matters' framework and have been pro-active in implementing it into the pre-school to support younger children. They have also introduced planning which enables children to move smoothly from the 'Birth to three matters' framework into the Foundation Stage when they reach their third birthday.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children explore and investigate within a well-organised child centred environment. Children and staff work well together to create bright cheerful displays which provide a warm and welcoming atmosphere for families and visitors. All children are cared for a safe and secure environment. The main part of the pre-school is kept locked and visitors must report in at

reception before gaining entry to the classroom where children play. There are good systems in place for the safe arrival and departure of children to prevent them leaving the premises unsupervised. Members of staff are careful to check the identification of visitors and supervise them at all times to ensure children remain protected from harm. All documentation required by legislation is in place and updated as required.

There is a good range of child height furniture and equipment which enables children to play and learn in safety and comfort. Soft chairs and cushions in the book area provide a comfortable, quiet place for children to rest when they want to. Toys and resources are regularly checked and cleaned to ensure they remain in good condition for the children to use. Children learn about keeping themselves safe. They participate in regular fire drills which helps them know what to do in an emergency. They learn about holding scissors carefully as they move around the classroom and topics such as 'road safety awareness' provide further opportunities for children to discuss their ideas about keeping safe. Safety equipment such as socket covers and safety gates help to keep children safe from harm as they move freely around the pre-school. Good child height storage enables children to select and make their own choices independently.

All staff have completed relevant safeguarding children training. They have a clear knowledge and understanding about the signs and symptoms of abuse or neglect and know how to make referrals and seek support for families as appropriate. Procedures are put into practice to protect children at all times. Children's welfare remains paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a busy time at the pre-school and play happily together. Their confidence and self-esteem is promoted through the daily routines. Children are encouraged to try new things and staff support investigative opportunities by providing suitable activities. Child height storage and a wide variety of good quality resources and activities enable children to explore and develop their own play and learning at their own pace.

Children receive plenty of appropriate praise and encouragement which helps to promote positive attitudes to future learning. They demonstrate their natural curiosity as learners sharing their ideas at circle and snack time discussions asking questions, such as, why, when, how and where. Children develop their thinking and listening skills as staff talk with them about the activities they do at home or where they went at the weekend. All children enjoy singing rhymes and listening to stories. They work confidently on their own or in groups. Children construct from a variety of building blocks and click together train tracks. Younger children are encouraged to become vocal through, for example, imitation, use of facial gestures and developing language to communicate their needs while older children share their ideas and experiences using language appropriately.

Children respond to new challenges by questioning and using their initiative. Staff have introduced the 'Birth to three matters' framework to support their practice with children under three years.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals. Overall, staff have sufficient understanding of the Foundation Stage and how young children learn through play. They organise a range of activities which promotes children's independence and decision making skills. Staff are interested in what the children say and do, taking time to listen and respond positively to their suggestions and ideas. Children are confident in their relationships with each other and staff as they move freely around the classroom making choices about their play.

Children's achievements are linked to the stepping stones. Systems for recording their progress are in place. Regular assessments enable staff to plan children's development. Planning systems are in place and implemented in practice. However, differentiation in planning enabling staff to adapt activities to challenge individual children based on observations of what they know and can do is limited. Information about children's educational development within the pre-school is shared with parents and carers through daily verbal feedback and visits to the setting where parents and key-workers share records together.

Children enjoy what they do and the majority are able to sustain interest in a range of activities. Overall, children concentrate well at activities. Children's self-esteem and confidence increase as they share stories from home and proudly seek out others to show them their finished creations. They form good relationships with each other and members of staff, as they make room at activities learning to share and care for each other.

Children become increasingly independent when dealing with their own physical needs. For example, they know where to put their belongings such as coats and bags and are confident at helping themselves to snack when they are hungry. Children take the initiative to be self-sufficient in their learning because they have access to equipment and resources stored at their level. They are confident communicators seeking out adults to share their ideas and suggest different activities they are interested in exploring, such as, taking their games outside.

Children use writing for a purpose in role play as they take messages and write lists. However, opportunities for them to link sounds to letters or develop their understanding about simple phonics are limited. Children join in large group story time, using the pictures in the book as clues to the story line or joining in repeated refrains. They use name cards helping them to recognise their name in print and develop their understanding about writing for a purpose.

Children use positional language as they play, talking about climbing to the 'top' of the frame or going 'under' the parachute. They measure volume as they fill and empty containers and explore simple fractions when sharing snack. They have some opportunities to build on their calculation skills as they join in simple number rhymes and songs. However, opportunities for them to use number language in everyday play is limited. Children explore repeating patterns as they thread beads and create mosaics with different coloured pegs.

Children begin to make sense of the world around them as they explore and investigate information technology, they negotiate programmes on the computer and use the mouse with coordination. Children learn about the changing seasons of the year and what the weather is doing. They observe change while making salt dough or during cooking activities.

Children enjoy a range of physical activities that help them to develop their confidence and skill, they move around safely demonstrating coordination and control while using large apparatus. For example, they confidently use the climbing frame and cargo net or balance on crates, carefully considering where other children are and how to use the equipment safely to avoid collision. Children develop their fine motor skills as they use single handed tools and utensils with increasing competence. They are beginning to learn about the importance of physical exercise and how it can help them to stay fit and healthy.

Children express their individual creativity through a satisfactory range of craft activities. For example, they freely paint and create pictures which are displayed around the setting. Children enjoy experimenting with different textures as they paint their hands to print pictures or squeeze and knead play-dough. They join in role play games becoming 'beautiful fairies', 'roaring tigers' or 'constructions workers', developing their pretend games based on real and imagined experiences.

Staff work as a team, praising and encouraging children to develop their personal independence and support learning.

Helping children make a positive contribution

The provision is satisfactory.

Staff work with parents and carers to meet children's individual needs and ensure they are fully included. Children learn about other cultures and beliefs during topics and discussions, examining artefacts and tasting foods from around the world. Staff ensure that there is no bias in their practice in relation to gender, race or disability. The manager has recently completed training in relation to the special educational needs Code of Practice and staff are beginning to implement systems to support the identification and assessment processes of children with learning difficulties and/or disabilities. Staff work closely with the local authority special educational needs coordinator in the best interests of the child.

Staff throughout the pre-school work together to provide a consistent approach to behaviour management. However, the incident record is not maintained consistently to ensure parents and staff work together to promote positive behaviour. Children and staff discuss their pre-school rules and devise ways of making the atmosphere pleasant and welcoming. Older children learn to share, and negotiate turn taking through discussion. While younger children are supported by staff to share toys fairly. Children develop a sense of belonging as they hang up their belongings independently and select resources or the activities they wish to participate in. Staff create an environment that encourages children to behave well.

The setting is developing relationships with parents and carers, organising open days and food tasting evenings. Parents, carers and children are greeted warmly by staff as they arrive each day. Verbal feedback is shared with parents and carers at the end of the session. Newsletters are sent out encouraging parental participation and to provide information about the activities and topics their children are exploring. Notice boards are kept up to date with information about forthcoming events, funding and general pre-school business.

Partnership with parents and carers of nursery funded children is satisfactory. When the children first attend the nursery their parents are encouraged to complete questionnaires about their children. This helps staff get to know the child and what they can already do. In addition to newsletters, parents and carers have access to the planning displayed in the setting so that they are able to support their child's learning at home. There are formal systems in place to regularly share the children's assessment records with the parents and carers in the setting. However, opportunities for parents and carers to take assessment records home and read them at their leisure or make written comments and observations about their children's achievements at home is limited.

Children are learning to share and help each other. They encourage others to join in their games and make room for them at activities. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Staff maintain documentation appropriately and all policies and procedures are in place. Robust vetting systems are in place to ensure that children are protected. An operational plan is now in place which has been made available to parents and carers to support the smooth running of the setting.

Children are cared for by staff who have a sound knowledge and understanding of child development. The majority of staff hold appropriate qualifications. Staff induction procedures are in place to ensure new members of staff are working appropriately with children. The organisation of the setting ensures that children are well cared for and are developing positive attitudes and dispositions towards their learning. Overall, the needs of the children are met.

Leadership and management of the nursery funded children is satisfactory. Regular planning meetings are held to discuss the funded education programme. Development plans have been implemented with regard to previous actions and staff work closely with the local authority support teacher to develop curriculum opportunities for children to ensure they make sound progress towards the early learning goals. Appraisals are now in place to identify training needs and support existing members of staff with the delivery of the Foundation Stage curriculum.

Improvements since the last inspection

Since the last care inspection staff have worked as a team to improve outcomes for children. All staff are police checked to protect children from harm. Actions plans have been implemented and met with regards to first aid and food and hygiene training to ensure all children are cared for appropriately in the event of an accident and are protected from cross-contamination; staff have implemented a rolling programme in relation to this training to ensure it is updated every three years. An operational plan is now in place and made available to parents and staff in order to promote the smooth running of the pre-school.

Since the last nursery education inspection staff have developed planning systems to ensure all children are monitored and supported to make progress towards the six early learning goals.

A balanced range of activities are now planned on a daily basis to provide children with an interesting and varied curriculum. However, differentiation in planning requires development to ensure children are challenged effectively and this has been taken forward at this inspection. Parents and carers are informed about the topics their children explore through newsletters and information boards. Pictures of children enjoying activities are displayed and linked to the different areas of learning. Parents and carers are welcomed into the setting to share in their children's records of assessment. However, opportunities for them to make written comments and share observations of their children's achievements at home are limited and this has been taken forward at this inspection. Monitoring systems are now in place to ensure staff deliver the Foundation Stage curriculum appropriately. Managers and staff work closely with support teachers from the local authority to develop activities and ensure children make sound progress towards the early learning goals.

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.

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 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 staff knowledge and understanding in relation to the Code of Practice for the Identification and Assessment of Special Educational Needs enabling them to support children with learning difficulties and/or disabilities
- ensure incidents are recorded and the parents informed of the incident on the day.

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):

- develop opportunities for children to link sounds to letters and use simple phonics; increase opportunities for children to use number language in everyday play situations
- continue to develop and implement adaptation in planning to ensure all children are challenged effectively; ensure short term planning is based on observations of what children know and can do
- continue to develop opportunities for parents and carers to participate in their child's records of assessment, making comments and sharing observations of their children's achievements at home.

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