



## Buzy Bees Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	102786
<b>Inspection date</b>	16 January 2007
<b>Inspector</b>	Nicola Jayne Pascoe
<b>Setting Address</b>	The Elliot, Treleigh CP School, Treleigh, Redruth, Cornwall, TR16 4AY
<b>Telephone number</b>	01209 315567
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<b>Registered person</b>	Buzy Bees Pre School Committee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Buzy Bees Pre-school opened in 1994. It operates from an Elliott building situated in the grounds of Treleigh County Primary School, on the outskirts of Redruth, Cornwall. The group serves the local community and surrounding area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 and on Monday, Wednesday and Friday from 12:30 until 15:00, during term times only. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from two to under five years on roll. Of these, 29 children receive funding for nursery education. The pre-school currently supports a number of children with learning difficulties/disabilities.

The group is run by a voluntary committee, who employ six members of staff. All staff hold appropriate early years qualifications. The provision receives support from the local authority and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy fresh air and physical exercise on a regular basis. They are able to develop their physical skills both indoors and out. They have use of their own enclosed outdoor area to run and play. They successfully grow their own fruit and vegetables. The pre-school benefit from regular use of the extensive school grounds and large play equipment. Children are developing an awareness of why it is important to wear their coats to protect them when they play outdoors in the cold and wet weather. They discuss the change in their body temperature, before and after running around the playground.

Children wash their hands routinely before they have a snack and after use of the toilet. They are clearly familiar with this practice and remain focused on the task. Children each bring an item of fruit from home to share with others. As a result, they benefit from eating healthy and nutritious snacks, which are available in sufficient quantities. Food is stored appropriately, preparation areas are clean and hygienic. Children sit socially with other children and a member of staff to eat their snack. Fresh drinking water is made readily available for all children as required.

There is a designated member of staff who is the appointed first aider. She holds a current paediatric first aid certificate. All staff have enrolled on a forthcoming first aid course, to update their knowledge. Accident records show that injuries are treated appropriately. These records are used to keep parents informed. Suitable procedures are in place to care for sick children. Children's medication is stored and administered appropriately. Medication records are shared and signed by parents. Children are able to rest and relax when tired or poorly, on cushions and sofas in the book corner.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a self-contained pre-school unit, which is child-centred and secure. There are two large play rooms, which are well organised to provide comfortable areas for children to enjoy a variety of play activities. Children are able to freely access all toys and resources, as they are kept in low storage units which are clearly and appropriately labelled. Emergency evacuation procedures are practised regularly with the children. Fire equipment is serviced annually. Children are supervised closely both indoors and out.

Staff have developed and implemented a comprehensive written risk assessment to monitor the premises and equipment. However, the external fire exit hand rails present a potential risk to children, as the gaps between these rails are very large and children could slip through. Daily visual checks of the premises, toys and equipment are routinely carried out by staff. Children,

visitors and staff entering and leaving the premises are monitored well. Appropriate procedures are followed, to ensure that children are protected from persons who are not checked for suitability. Written child protection procedures are shared with parents. Staff members demonstrate confidence in their ability to identify, record and report concerns appropriately. There are suitable procedures in place to ensure that children are collected by authorised persons.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are actively involved in a range of worthwhile and purposeful planned activities. They are also able to select freely from the wide range of interesting and age appropriate toys and resources available. They enjoy self-initiated opportunities to play individually and as part of large and small groups. Staff are deployed appropriately to offer appropriate levels of support and interaction, praise and encouragement. As a result, children benefit from a balanced programme of daily activities, in which most persevere well to achieve their desired outcome.

All children are fully included in activities to their own level of ability. Staff have developed their awareness of the Birth to three matters framework and have implemented this in their work with younger children. Activities are linked to a theme in order to provide opportunities for children to make connections, explore ideas fully and maintain focus. Parents are kept informed of these themes and are encouraged to be actively involved in their child's learning. Parents are keen to provide support materials from home, which children share with their peers during the 'show and tell' session at the beginning of the day.

Nursery education.

The quality of teaching and children's learning is satisfactory. Children participate in a range of enjoyable and purposeful planned activities, which promote their overall learning and development. Staff use suitable methods of teaching. Children's individual observation and assessment records are used appropriately by staff, to ensure individual targets are linked to future planned activities. Key workers demonstrate a sound individual knowledge of the children in their key groups. As a result, children receive sufficiently challenging opportunities through planned activities, to ensure that they may reach their full potential in most areas of learning. However, children do not receive sufficient opportunities to regularly explore the passing of time, days of the week, the weather and changing seasons.

Children are actively involved in tidying away at the end of the session. They are developing their independence within the pre-school setting. Resources, equipment and toilet facilities are freely accessed. Children demonstrate impressive levels of self-control when using the toilet and hand washing facilities unsupervised, as they are able to remain focused on their task. Writing materials are made freely available to children during pre-school sessions. However, children do not use 'mark-making' as a method with which to communicate with others, during daily routine activities. For example to label their own work or for self-registration. Children's written work is not displayed for all to admire.

Children are generally well behaved and polite. They listen and concentrate well at group 'show and tell' time. They particularly enjoy large group sessions when they sing their favourite songs. Children do not receive opportunities to participate in daily routine activities to count. For example at registration time or when leaving and returning to the premises after outdoor play time, to establish how many children are present. Number recognition and problem solving skills are also not promoted through daily activities. The pre-school computer is used competently by children on a daily basis and under adult supervision. They demonstrate considerable levels of confidence and skill in their use of this equipment.

### **Helping children make a positive contribution**

The provision is good.

Children have clearly formed strong and trusting relationships with staff and other children. They are settled and happy in the pre-school environment. Children who are finding it difficult to leave their parent are provided with good levels of support. A key worker system is used effectively to ensure children's interests, preferences and individual needs are identified and respected. Key workers gather and share information regularly with parents. Children explore and celebrate their own and different cultures and beliefs through planned activities. They also enjoy free use of a sufficient range of suitable resources which promote their awareness and understanding in this area. The manager has recently attended training which raised her awareness of the importance of the positive promotion of people's differing abilities. She has received useful information as to how and where she may obtain an appropriate range of resources, with which effectively improve children's knowledge and understanding. Staff are good role models and most children respond well to follow their examples. Children are polite and demonstrate good table manners.

The partnership with parents and carers is good. Staff share information through a variety of appropriate and effective methods. They are aware of how this positively impacts on children's well-being. They have developed and implemented an initial child profile, which effectively identifies children's preferences, interests and abilities on entry to the setting. Key workers respect children's individualities and demonstrate a sound knowledge and understanding of children in their group. Regular parent meetings take place and are used to share children's records of progress. The parent notice board displays good levels of useful information. Parents and staff share daily discussion. A comprehensive range of written policies and procedures, a prospectus and newsletter are freely available to parents. Children's work is displayed around the setting for parents to view. The setting fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is good.

Children benefit from the ability of staff to provide a wide range of age appropriate and interesting activities, in an organised, child-centred and comfortable environment. Toys, resources and equipment can be accessed freely and independently indoors. Good use is made of the outdoor environment and facilities. Children are well supervised, by qualified staff, who maintain high adult to child ratios. Good contingency arrangements are in place to provide

emergency cover if required. Clear and effective systems are used to record the times of arrival and departure of staff, children and visitors to the setting. Staff appraisals are used appropriately to monitor and assess the effectiveness of the setting.

Children's records and pre-school documentation are stored securely and are updated regularly. Staff demonstrate a good awareness of the importance of storing these records for an appropriate length of time. Records of children's progress are shared appropriately and regularly with parents. Confidentiality is maintained. Children benefit from the developing relationship between the pre-school and school. Staff are keen to liaise more closely with the school in the future. Effective systems have recently been devised, to enable pre-school staff to share records of children's attainment with the reception teacher.

The leadership and management of the setting are good. The staff form a strong and committed team. All are enthusiastic and effective in their day to day organisation of the setting. They actively seek support and advice from external agencies, in order to keep up to date and to improve their practice. They have developed their knowledge of the Birth to three matters framework and have begun to implement this in their care and education of younger children. They attend regular ongoing training, to further develop and improve the standards of care and education provided. All children are well supported, happy and content. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the pre-school was judged to be providing good standards of care and nursery education. Recommendations were agreed for future improvements. These were to ensure that parents sign to acknowledge any medicine administered to their child which they have given prior permission for. Medicine records show that appropriate parental permission to administer medication is now obtained and medication records are shared and countersigned appropriately by parents. Staff were required to carry out their fire safety responsibilities in full. The emergency plan is now practised routinely and very regularly with children, staff and visitors. Staff were required to conduct a regular risk assessment on the premises identifying action to be taken to minimize risks. A written risk assessment has been developed and effectively implemented.

Staff were also required to improve the evaluation of adult practice, and the speed with which changes are introduced, to ensure that older or more able children in particular are sufficiently challenged by practitioners during activities, and that the curriculum receives balanced coverage. Staff interact very well with children at all times. They support and encourage effectively. Key workers demonstrate a good awareness of children's abilities and adapt activities appropriately to reflect this. However, some areas of learning are not yet promoted sufficiently through daily routine activities. Finally, staff were required to increase their use of behaviour management strategies that encourage children to play co-operatively and follow agreed codes for group behaviour. All staff have completed behaviour management training and have implemented effective and age appropriate strategies to manage children's behaviour well. Stickers are used to reward children for good behaviour. Staff are good role models and praise and encouragement is used effectively.

### **Complaints since the last inspection**

Concerns were raised on 11 April 2005 regarding the safety at the setting and in particular the parent and toddler group. These concerns related to National Standard 6 Safety. We made an unannounced visit to the provider and discussed in detail the concerns that were raised. The discussions and observations focused on the requirements of the National Standards. Documentation was checked and observations of the day-to-day practice and the premises were also made. In relation to the concerns an action was raised to make sure that electric sockets in areas accessible to children are fitted with socket covers. From the providers response we are satisfied that this measure will improve the safety. The pre-school remained qualified for registration at the time the investigation was closed.

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**

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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):

- ensure that the stairs rails on the external fire exits are made safe

#### **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 children with regular routine activities which purposefully promote their handwriting skills. Display their written work for all to admire
- promote the development of children's counting skills, number recognition and problem solving, through daily routine activities
- provide routine opportunities for children to explore and develop their knowledge and understanding of the passing of time, days of the week, the weather and changing seasons.

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