

Busy Bees Pre School

Inspection report for early years provision

Unique Reference Number	145873
Inspection date	05 June 2007
Inspector	Jan Healy
Setting Address	Chapmanslade School (Hall), High Street, Chapmanslade, Westbury, Wiltshire, BA13 4AR
Telephone number	01373 832367
E-mail	
Registered person	Busy Bees Pre School
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 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 opened in 1996 and is located in the village of Chapmanslade, near Westbury, Wiltshire, operating from a mobile classroom within the grounds of Chapmanslade school. It is committee run, and the manager has responsibility for the overall organisation and daily management of the group.

A maximum of 20 children may attend the pre-school at any one time from two years of age to under five years. There are currently 34 children on roll, 25 of whom receive nursery education funding. The group is open on Monday, Tuesday, Thursday and Friday from 08.45 to 15.00 and on Wednesday from 08.45 to 12.00 during term time.

There are four members of staff who work directly with the children and all hold a relevant qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The staff help to keep the children free from illness and cross-infection, by ensuring the toys and premises remain clean. The children have ready access to paper tissues for the blowing of their nose and they are encouraged to discard the tissue after a single use. Suitable hand washing facilities are in place and the children have the advantage of individual towels for the drying of their hands. The nappy changing area, however, does not provide the younger children with the privacy and dignity they deserve, due to its location, as the children are changed on the floor and there is little space for the other children to access the toilets at the same time. The staff keep details about any accidents that occur, which are shared with the parents, so they are aware about any injury to their child.

The children have the benefit of a healthy and nutritious snack, which they enjoy whilst sitting together, making for a sociable occasion and helping to enhance their vocabulary. Parents provide the children with their lunch, however, the food is not refrigerated, therefore, may not remain fresh. Drinking water is readily available, which the children access independently. The staff keep written records about the children who suffer with a food allergy or intolerance, so they are protected from illness and the swapping of food is prohibited.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The staff have given consideration to the organisation of the room, such as providing the children with low-level storage boxes, so they are able to independently self-select the resources of their choice, however, the room is untidy and cluttered. The staff display pictures of the children's artwork on the playroom walls, making for a child-friendly environment.

The provision of safe and well-maintained furniture allows the children to sit in comfort during play and mealtimes, as there are enough age appropriate tables and chairs. There is an adequate range of toys to aid the children's development, which the children are interested in and want to play with.

The staff take appropriate measures to ensure the children remain safe during their stay, as they cover the electrical sockets to help prevent injury. The playroom is kept locked, to prevent unwanted visitors gaining access. Damaged toys are discarded so they do not pose a safety hazard. There are no pesticides or herbicides used in the outdoor play area and the staff are knowledgeable about the plants and flowers, to protect the children from poisoning. The children conduct regular fire drills, so they are aware of the procedure to follow in the event of an emergency.

The staff have sound knowledge and understanding about child protection and are confident to deal with a concern and to notify the relevant authorities. A written policy keeps the parents informed about the staffs responsibilities, helping to prevent any misunderstanding.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The staff share a warm and affectionate relationship with the children, who enjoy the company of the staff. Their individual needs, however, are not always met, as the staff do not know their precise stage of development, so are, therefore, unable to provide for their next step of learning. The staff plan a reasonable range of activities, which the children join in with enthusiasm and confidence. Time is given to explain any changes that take place, for example, when the home corner is turned into a fruit shop, providing the children with the independence to give their opinion on how this is to be completed. The staff do not have training in the Birth to three matters framework, and so not all activities are suitably adapted for the younger children in the group.

Nursery Education

The quality of teaching and learning is satisfactory. The staff work at the children's physical level and join in their play, for instance, with board games. The play materials, however, are not well organised, due the untidiness and clutter of the playroom. This has a negative impact on the children accessing the resources with ease, for example, the writing material and paper are not together. The children are reasonably engaged in their learning, asking questions and showing interest, for example, when being taught about the difference between healthy and unhealthy foods and the possible impact this can have on their bodies. The older children concentrate for a reasonable period of time when engaged in an activity that interest them. The younger children are learning about the need to share and to wait for their turn. The staff make detailed written observations, but they are not used adequately to inform the staff about the stage of development the children have reached. Therefore, it is difficult for the staff to gauge the children's achievements, as there are currently no assessments made about children's progress. There is little differentiation between the activities the younger and older children engage in.

The children are learning to count by rote, with the staff taking the opportunity to practise during the registration time, with the children counting how many children are in attendance. The older children are adept at counting to twenty, with the younger children not far behind. The children speak with confidence in a group, particularly when they are talking about events that are important to them, for instance, a new baby in the family. They listen to what the staff have to say, with the older children replying speaking clearly. They play 'Soundtracks', having to listen carefully and making a guess as to what the sound is. The children enjoy games, such as 'Spell it Out', which aids their understanding of print. There are a wide selection of books available for perusal, although they are difficult to access. There are a reasonable range of dressing up clothes, which the children wear during pretend play, there are no blankets or strips of material, however, which aids the children to enhance their imagination. The older children use scissors with confidence, whilst the younger children are learning this task with the help of the staff. They have the provision of an outdoor play area, where they run, skip, hop, balance bean bags on their head and join in with group games. The children are taken on outings to 'Longleat', where they learn to recognise particular animals and about how to care for them.

Helping children make a positive contribution

The provision is satisfactory.

The staff treat the children with respect, listening to what they have to say and taking their opinions seriously. They are interested in the children's home life, and the children enjoy

bringing in items that are important to them, discussing their thoughts during 'show and tell'. The staff are careful not to use stereotypical language and they encourage both the girls and the boys to make use of all the available resources.

The staff are aware of the vast range of learning disabilities, seeking training to further their knowledge and understanding. They currently care for children who have a learning difficulty, seeking relevant information from parents, so they are able to plan for a range of suitable activities to aid their progress.

Spiritual, moral, social and cultural development is fostered. The staff and the children share a warm relationship and chat to each other confidently. Reassurance is given to the younger children who are new to the group and have the benefit of being cared for by kind and caring staff. Displays of wanted behaviour is praised and encouraged, however, inappropriate behaviour is not always recorded.

Partnership with parents is satisfactory. The parents have the benefit of having access to the groups policies and statements, some of which, however, vary depending on where they are displayed. Each parent has the advantage of being provided a 'welcome pack', which details relevant information about the group, for example, the days and times of opening. The parents, however, do not receive adequate information about the educational programme the children are following and are not given advice about how to continue their education at home. The parents do not receive regular information about their children's progress or about any concerns the staff have about their learning. Their views are occasionally sought, through questionnaires, although the parents are confident to speak to the staff directly if they wish to do so. The parents do not know the procedure to follow in the event of wishing to make a complaint, which may cause a delay in the problem being dealt with.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. The leader holds a suitable qualification and ensures her staff are also suitably qualified in child care and are suitable to work with young children. She inducts new staff and aids their professional development through an annual appraisal system, which reveals their strengths and weaknesses. Some training courses are sought to further the staffs knowledge, for instance, in child protection. She sets steady direction for the improvement of the quality of care and nursery education, evidenced by the completion of the recommendations made during the last inspection. She has a sound relationship with her staff who work as a team to aid the children to develop and achieve. There is a lack, however, of a monitoring system, to evaluate the learning curriculum the children are following, therefore, observations, although detailed and thorough, do not identify the next step of learning.

The setting meets the needs of the range of children for whom it provides. The staff detail the times of the children's arrival and departure, so they are all accounted for in an emergency. There is an operational plan in place, however, this requires updating, for example, there is more than one copy of the same policy, which contain different information. All records are readily available for inspection, so historical checks can be made. There are sufficient staff who work directly with the children, so they receive the support they require, particularly when completing an activity that is new to them, such as when they had the opportunity to grow strawberries.

Improvements since the last inspection

At the last inspection, the staff were requested to ensure suitable hand washing facilities were provided. The children now have the benefit of wash basins and individual hand drying towels, which helps to prevent the spread of cross infection. The staff were requested to give consideration to the grouping of the children, which is now in place according to the children's age, for example, during story time, the older children have a more in-depth story, whilst the younger children listen to a more age appropriate one.

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):

- ensure the organisation of the environment encourages the children's active involvement in their learning
- provide a suitable nappy changing area, which provides the children with privacy and dignity
- complete training in Birth to three matters framework and plan a suitable range of play opportunities to aid children's progress
- ensure incidents are recorded and keep parents informed about the procedure to follow in the event of a complaint

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 observations inform the next step in the planning for the children's further development
- ensure the parents are keep informed about the progress the children are making and about how they can further the children's learning at home
- provide a mix of fabrics in the dressing up area to help extend the children's imagination

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