

# Busy Bees Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	113398
<b>Inspection date</b>	24 May 2007
<b>Inspector</b>	Christine McInally
<b>Setting Address</b>	Southwick Methodist Church, Manor Hall Road, Southwick, Brighton, East Sussex, BN42 4NA
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<b>E-mail</b>	
<b>Registered person</b>	Busy Bees Playgroup
<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 good.

### WHAT SORT OF SETTING IS IT?

Busy Bees Pre-school opened in 1992. It operates from a hall at the local Methodist church and has a secure outdoor area. It is located in Southwick close to local schools and the shopping centre. The setting serves the local and surrounding area.

There are currently 39 children on roll, of these 34 receive funded nursery education. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:45 Monday to Friday and 12:15 to 14:45 on a Tuesday and Thursday only.

Seven part-time staff work with the children. All of the staff have relevant early years qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted through everyday routines and a range of worthwhile activities. They learn about the importance of good personal hygiene and understand why they need to wash their hands after visiting the toilet and before eating food. Good arrangements for dealing with sickness and accidents ensures that children are looked after well and minimises the spread of infection. All members of staff hold current first aid certificates further safeguarding the children.

Children enjoy regular physical play both indoors and out and extend their physical skills, on a daily basis. A stimulating variety of activities helps children gain increasing control of their bodies for example, as they pour water from container to container or as they play on the sit and ride toys.

Children enjoy using the snack bar style system to help themselves to refreshment during the session at a time that suits them. However, children have little or no opportunity to pour drinks for themselves or help in the preparation of the snacks. As they eat staff talk to the children and encourage conversation promoting their social development. The good range of healthy snacks available along with discussions with staff helps children learn to recognise the kind of food and drink that is good for their health. This is further enhanced as they grow strawberries and tomatoes.

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

The provision is good.

Children enjoy their play in an extremely safe environment where staff are vigilant and use risk assessments well to reduce potential hazards. The identification of any visitors is checked and their presence is recorded with date and time in the visitor's book. Space within the nursery is effectively organised, allowing children to move around safely, freely and independently. Children and parents are warmly greeted on arrival and this supports children's enthusiasm to enter confidently and happily. Good displays of children's work adorn the walls helping to develop their self-esteem.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Toys and resources are carefully selected to ensure they are suitable for children. They are encouraged to help tidy up at particular times of the day. This helps children to take responsibility and to look after the resources and their environment.

Children are safeguarded by staff that have a clear understanding of child protection policies and procedures. There is a clearly written policy which is shared with the parents. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised. All of these measures contribute to the safety and welfare of the children.

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

The provision is good.

Children are happy, confident and relaxed; they readily approach staff for support indicating good trusting relationships. Children arrive happy and eager to participate, enjoying their time at the playgroup. Children achieve well because staff are skilled and use their understanding of early years guidance, such as the curriculum guidance for the Foundation Stage, to provide good quality care and education. Children show considerable independence and make choices about the toys and resources they want to play with. A wide range of appropriate resources and activities effectively promotes children's development.

Children are interested in the activities available and spend time concentrating on self-chosen activities. Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy plenty of opportunities to develop their social skills. For example, they sit together and chat at snack and meal times, negotiate and co-operate during role-play. Children enjoy their play outside, and staff support them well encouraging children to attempt ever increasing challenges.

### **Nursery Education**

The quality of teaching and learning is good. A worthwhile range of relevant activities related to their needs motivates children. They access a wide range of well-chosen resources, which support their progress across all areas of learning. Children are developing an awareness of others needs and have good self-esteem because staff listen to them and value their ideas and contributions. Children develop a healthy interest in books, they enjoy sharing stories with adults and peers and delight in predictable endings. They are confident speakers, and understand they can use writing for a variety of purposes and are beginning to write for themselves. Children skilfully use and recognise numbers in everyday activities; they count confidently and know numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs.

Topic work and practical activities arouses children's natural curiosity and develops their exploration and investigation skills. Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. Children use a range of small tools when playing with the play dough; they use pens and pencils effectively and hold them correctly. Children move confidently showing a good awareness of space and others in both the indoor and outdoor space. Children express themselves creatively using all of their senses to actively explore a stimulating range of new experiences.

As children begin in the playgroup staff find out about their skills, interests and needs and build on this information to help them achieve and progress. Children flourish as the balance between adult and child-led activities allows them to learn at their own pace. Staff observe the children during free and focussed activities and use their notes to assess children's achievements. This information is used to plan the next steps in each child's learning.

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

The provision is good.

Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions. All children are

highly valued as individuals; the good use of information gathered from the parents, and children themselves, when they first start at the playgroup helps to meet their needs effectively. Staff have a positive attitude towards diversity; however, there is a limited range of resources which reflect other cultures. Children's spiritual, moral, social and cultural development is fostered well.

Children behave well, they are enthusiastic and well motivated; they benefit from the consistent praise and encouragement offered. Staff support younger children in sharing and turn taking. Children learn about themselves and their own capabilities. Staff set consistent boundaries for older children which helps them learn to negotiate with others and take responsibility for their own behaviour. Children gain confidence as staff acknowledge them as important individuals. Staff have a positive attitude to working with children with learning difficulties and/or disabilities and their families. All children are included in all activities.

Partnership with parents and carers is good and this contributes considerably to children's well-being while at the setting. Staff are friendly and approachable they ensure that all parents know how their children are progressing and developing, with regular consultations being held. Children's learning is enhanced from this sharing of information between staff and parents.

### **Organisation**

The organisation is good.

Children feel at home and are at ease in the well-organised environment. Children benefit from being cared for by staff that are qualified and experienced in childcare. All staff members have a good knowledge and understanding of children's developmental needs. They work well as a team and are clear about their individual responsibilities. All children receive good support from a staff group that enjoy their company and know them well helping them feel secure and confident.

Leadership and management is good. There are systems in place to monitor and evaluate the funded nursery education. Policies and procedures to guide the staff team are in place, and available to parents. These are used effectively to promote the welfare, care and learning of children. All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements. The setting meets the needs of the range of children for whom it provides.

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

Following the last care inspection the playgroup now ensures all persons working with the children have fully completed the vetting procedures. A new accident record has been introduced which ensures confidentiality of entries. The attendance register now includes times of arrival and departure. All of these measures contribute to the welfare of the children.

Since the previous nursery inspection the playgroup has tried various things to make the book corner more inviting. They have included beanbags in the area to make it more cosy for the children. However, this area still remains under used by the children.

### **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 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 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):

- organise snack time to offer children opportunities to develop their personal independence skills, for example, pouring drinks for themselves
- continue to increase the resources that reflect diversity

#### **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 the book corner to make it more inviting to the children

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](http://www.ofsted.gov.uk)