

Botley Bees Pre-school

Inspection report for early years provision

Unique Reference Number	110037
Inspection date	12 June 2007
Inspector	Amanda Shedden

Setting Address	The Market Hall, Botley Square, Botley, Southampton, Hampshire, SO30 2ES
Telephone number	07780 946023
E-mail	
Registered person	Botley 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 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?

Botley Bees Pre-school opened in 1992. It is registered to care for no more than 18 children under five.

It operates from the Market Hall in Botley Square on the outskirts of Southampton. The preschool serves the local area with most children attending living locally.

There are currently 36 children from under three to five years on roll. This includes 25 funded three year olds and four year olds. Children attend for a variety of sessions. The group are able to support children that may have been identified as needing additional support.

The group opens five days a week during school term times. Sessions are from 9:30 to 12:00 Monday to Friday and 12:30 to 15:00 Monday, Tuesday, and Wednesday according to need.

Five part time staff work with the children. Four have early year's qualifications. All staff have received training in early years. The setting receives support from a teacher from the Local Authority and the Preschool Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are offered a range of activities to develop their physical skills. They use the craft area to cut, stick and print. They use their fine manipulative skills to stick small squares when making their spinners. Children handle tools and equipment well and have good eye to hand co-ordination as they thread the reels, use scissors and sticky tape to create their unique pictures. They practise their throwing and catching skills as they call out whose name they are going to throw or roll the ball to. Children enjoy using the climbing frame, some children using the steps, others choosing the scramble net to reach the top. They are skilled at using the balance beam and stilts. Children gain an understanding of space as they participate in the obstacle course, weaving in and out, jumping in the hoops, balancing on the beam and crawling under the table.

Children play in a clean environment where they learn to follow good hygiene practises. They dispose of tissues in the bins; they wash their hands after using the toilet and after messy play. Staff follow good hygiene procedures during the sessions to prevent the possible spread of infection. All of the staff have a relevant first aid qualification ensuring that a child would be treated appropriately and immediately if an accident were to occur. Policies and procedures are in place, and information is shared with parents if their child has an accident or requires medication.

Children benefit from being offered a range of healthy snacks. Children pour themselves a drink of water during the session to prevent them from becoming dehydrated. At snack time children are offered milk or water to drink, however, they are not encouraged to pour their drinks themselves. Each day they are offered a choice of dry or fresh fruit and other healthy foods such as bread sticks or cheese. All staff are fully aware if a child has a particular dietary need and procedures are in place to prevent children having access to foods that they are not allowed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have a safe, secure environment as staff have identified and minimised all risks and hazards. At the beginning and end of sessions staff are vigilant in ensuring that children do not exit the hall without their parent or carer. Procedures are in place whilst the session is running to prevent visitors accessing the provision unannounced or children leaving without an adult.

Children and their parents are greeted warmly by the staff; parents help the children find their name badge which has a picture of a bee on it giving children a sense of belonging. The layout of the room ensures that children are always fully supervised and that the adult to child ratios are always maintained, ensuring that children are safe and secure. Furniture and equipment are appropriate for the ages and stages of children. As a result they are suitable for use and do not present a safety hazard to children.

Daily risk assessments are undertaken to ensure that the hall is safe before the children arrive. Staff and children regularly practise the evacuation procedure, using different exits each time ensuring that if there was a fire they would know what to do.

Children are protected because staff have a good awareness of the different types of abuse and possible signs and symptoms that may indicate a child was at risk. They are aware of their role and responsibility to protect children and the agency to contact if they had concerns. Subsequently children's welfare is maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy in the preschool and are keen to take part in the activities. They settle well as staff support them until they feel confident in their environment. The pictorial time line increases children's understanding of the routine of the session. All children are encouraged to join in the wide range of stimulating activities, staff are skilled at knowing when children need support and when to allow children to develop their own play.

Observations are made on the children linked to the Birth to three framework, however enough information is not obtained from the parents when the child starts to ensure that the child is progressing. Children enjoy experimenting with the musical instruments. They look at them carefully and see what noises they can make with them, laughing and giggling as they make really loud noises.

Each child is able to choose activities they would like to take part in and staff are supportive of child initiated play praising and encouraging children boosting their self esteem. At times staff join in the play extending the child's imagination for instance when they have a party for the dogs asking them what food is going to be eaten.

Nursery Education

The quality of teaching and children's learning is good. Staff have a good understanding of the Foundation Stage and how children learn. Regular observations are undertaken on the children and these are used to create individual learning plans for the children. All of the focused activities are well planned and staff are clear in their understanding of the outcome for individual children. Children are making good progress through the stepping stones and they enjoy their time at the pre-school.

Children are eager to join in, they listen carefully to what is on offer and they use the photographs of the resources that are out each day to choose what to play with helping them to become independent. The children play well together having conversations and discussions whilst making the train track or creating a party. Children have many opportunities to understand that print has meaning, they find their name badge on arrival and again at snack time. They take part in structured activities to gain pre reading skills such as linking sounds to letters and putting pictures in the correct order to make a story. They are encouraged to write their name or make their mark on their work. Children happily write out invitations to a party and book appointments in the diary for the garage.

Children gain confidence in using numbers as they count how many children there are at snack time and are developing a good understanding of numbers through interesting and practical games. Staff ensure that children consolidate and extend their understanding through routine and focused activities. However children do not have many activities that would increase their knowledge of calculating.

Children enjoy using the computer, many are skilled at using the mouse and staff help those who need support. Children create using a range of construction resources from making spiders from octagons to building a circular train track with a bridge. They are proud of their creations and are keen to show them to staff who praise them and ask if they would like to put them on the "special table" to show their parents.

Children concentrate and persevere whilst painting and are keen to talk about their pictures. They think hard with good questioning from the staff whilst they choose their resources to make skittles seeing which one will stand up and be knocked over easily. Children decorate the skittles choosing which colour paints to use, mixing them together and some stuck faces on them. Children then played together rolling the balls to knock them over.

Children wait patiently for their turn to pull something out of the song sack, linking the object with a song, for instance a boat for "row row row your boat". They respond positively matching their actions to the words and their voices singing softly or very loudly at the appropriate time. Children's imagination is fully promoted as they engage in a variety of role play activities.

Helping children make a positive contribution

The provision is good.

Children arrive happy and settle quickly into the routine. Staff greet the children and their parents warmly giving the children a sense of belonging. Staff have a good understanding of their individual needs and are skilled at ensuring that the children are happily and purposefully occupied.

Children with additional needs are well supported; staff have a clear understanding of equal opportunities and inclusion. General discussion, resources and activities are planned encouraging the children to have an understanding of the wider world.

Children's behaviour is very good. They respond well earning "bees" for the behaviour chart, once they have five they are then given a badge which they wear with pride promoting their self esteem. Children are able to earn the rewards in variety of ways such as bringing something in from home to support the topic, being polite or by helping to tidy up. Staff are good role models and praise children regularly encouraging positive behaviour. Children's spiritual, moral and social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the strong relationships between the parents and staff. Parents state that they are happy with the pre school and that they are kept informed of their child's experiences. They are fully aware of the policies and procedures that the pre school have to adhere to.

Partnership with parents and carers of nursery funded children is good. Staff liaise effectively with the parents ensuring that they are fully informed of their child's progress and the next steps in learning. Assessment records and action plans are shared with the parents who are invited to contribute what they know about their child enabling staff and parents to work together for the benefit of the child.

Organisation

The organisation is good.

Children's care is supported by the organisation and routines of the pre school. Staff know the children well and the effective team work ensures that appropriate child to adult ratios are maintained. Children feel comfortable in the environment and with the staff, enabling them to feel confident, which is conducive to their play and learning.

Procedures are in place to appoint new staff, however, the procedures are not fully effective. All required documentation is in place, and it is stored in a secure accessible manner to ensure children's welfare and education. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The committee and staff work together for the benefit of the children. Monitoring and evaluations take place regularly to ensure that all the children are making progress. Staff are encouraged to undertake training to update their knowledge and skills and this information is cascaded to all the staff. Management ensure that the staff meet regularly to plan worthwhile and interesting activities for the children. Staff work effectively as a team ensuring that all children are given worthwhile experiences.

Improvements since the last inspection

At the last inspection they were asked to ensure that healthy snacks are provided to children. Children are now offered a range of healthy snacks, for instance fruit dried and fresh, cheese and bread sticks giving the children a nutritious range of foods each day. They were also asked to ensure that the information provided to parents about policies and procedures was presented in a concise and non overwhelming manner: The prospectus has been changed to make it more concise. Parents are aware that they are welcome to look at the longer detail if they wish.

Nursery education

At the last inspection the group were asked to encourage children to recognise numbers and count numbers over 10. Children now enjoy many activities and the daily routines reinforce the children's understanding of numbers. Many of the children are able to count to 10 and above.

They were also required to increase the amount of children's work that is displayed. The pre school have two notice boards to display children's work and in addition they display some of the children's art work on a screen on the stage giving the children a sense of belonging

Complaints since the last inspection

Since the last inspection Ofsted have received no complaints that required the provider to take action 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):

- encourage the children to be independent at snack time
- ensure that any new member of staff has appropriate health checks
- obtain information from parents on the young children that is linked to the Birth to three Framework

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):

- allow children more opportunities to calculate and predict.

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