

Busy Bees Pre-school

Inspection report for early years provision

Unique Reference Number	256752
Inspection date	24 January 2008
Inspector	Lesley Barrett

Setting Address	Hodgson Centre, Hodgson Avenue, Peterborough, Cambridgeshire, PE4 5EG
Telephone number	mobile 07762 125794
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Registered person	Mary Ryan
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 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 1988. It operates from the Hodgson Community Centre in Werrington, Peterborough. There is a fully enclosed outdoor area attached to the premises. Children attending are mainly from the local area and attend for a variety of sessions each week.

The pre-school is registered to care for a maximum 34 children from 2 to 5 years at any one time. There are currently 39 children on roll, of these 32 children are receipt of funding for early years education. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The provision is open each week day morning from 09:00 until 11:30 with an optional lunch club from 11:30 to 12:30. Sessions are also offered on Monday, Tuesday and Thursday afternoon from 13:30 until 13:00. The setting offers holiday play schemes for children up to the age of eight years.

Six staff work with the children, all of whom have appropriate early years qualifications. The setting receives support from the Peterborough Sure Start Strategic Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment that is well maintained, clean and warm. Good standards of cleanliness and effective hygiene practices help to minimise the risk of cross contamination. This is supported by clear written procedures, for instance, regarding children who are unwell. Children are gaining a good understanding of personal hygiene through discussion with staff and reminders to wash their hands prior to meal times, after using the toilet and after engaging in messy play activities. However, on some occasions insufficient adult support is provided to ensure that they carry this out thoroughly. This does not reinforce children's learning about the importance of correct hand washing procedures to prevent the spread of infection. Children's individual health needs are adhered to as staff discuss these with parents on admission and maintain appropriate ongoing records. Staff have undertaken first aid training which enables them to deal effectively with any accidents. Clear records of any accidents are kept and parents are informed to ensure that they are aware of when their child has sustained an injury. However, permission to seek emergency medical advice or treatment is not in place for all children to ensure that they are fully protected in the event of an emergency. Children are able to rest and relax on comfortable seating in the main play area.

Children are well nourished. They have a healthy mid morning and mid afternoon snack which includes fresh fruit and vegetables and they are provided with regular drinks of milk or water throughout the session. Parents provide meals for children who stay for lunch. Staff actively encourage healthy eating through discussion with children and they remind parents of the importance of providing a healthy lunch box which doesn't include foods that some children may have allergies to. This reinforces children's good health and helps to prevent the risk of cross contamination.

All children enjoy regular opportunities to experience fresh air and to engage in physical activities. They have access to a very good range of outdoor play equipment to support their whole body movements. For example, children enjoy using ride-on and push along toys and are developing good hand and eye co-ordination. They have opportunities to climb and balance and delight in taking part in a wide variety of role play within the garden, for example a garage and a jungle. In wet weather staff provide opportunities for indoor physical play. For example, children enjoy negotiating an obstacle course where they explore using their bodies to travel in different ways and directions. Children use a wide range of tools and equipment to promote their small hands skills such as scissors, paint brushes, jigsaws and construction toys. As a result, children are making good progress in all aspects of physical development and their skills are challenged appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Staff provide a bright and stimulating atmosphere and warmly welcome children and their families. Children use good quality equipment and play materials and there are sound systems in place to check that they remain safe for them to use. Staff pay good attention to safety issues when presenting toys and activities, ensuring that they are appropriate for the ages of children using them and allowing adequate space between activities to minimise the risk of trips and falls. Children are beginning to learn about how to keep themselves safe through discussion with staff and by regularly practising

the emergency evacuation procedures. Staff consistently reinforce safe practices, for example, children are told that the floor is wet and reminded not to run inside.

Security systems and procedures ensure that children are not able to leave the premises unsupervised and staff closely monitor access. Children are protected from the risk of accidental injury as staff supervise them vigilantly and carry out a daily visual checks to minimise potential hazards. Children are kept safe on outings as staff implement carefully considered safety procedures.

Children's welfare is effectively promoted as staff have a clear understanding of their responsibilities regarding child protection. They are fully familiar with the setting's policies and procedures and the roles and responsibilities of all staff within this. However the procedures to be followed in the event of an allegation being made against a member of staff or volunteer are not sufficiently robust. Clear procedures for the collect of children by an named adult are in place to ensure that children's well-being is protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the provision and arrive happily and eager to participate. Staff create a nurturing and stimulating environment. They know the children well and are sensitive to their needs. For example, staff support children who are new to the setting and give them lots of reassurance which helps them to settle quickly. Staff are warm, kind and caring and show appropriate physical affection towards the children. They have developed tender relationships and children feel safe, secure and valued and develop a strong sense of their own self-worth. Younger children are developing their confidence and independence as they easily and spontaneously move around their play areas. They freely explore a broad and varied range of activities which are well matched to their needs and individual stages of development. There is a very effective key person system in place which provides a valuable link between the setting and home and ensures staff have a secure understanding of each child. Staff then use this knowledge well to support individual children's learning requirements which enables them to make good progress in their development.

Nursery Education

The quality of teaching and learning is very good. Staff have a solid understanding of the Foundation Stage curriculum and how children learn. Opportunities for children to develop their physical, personal, social and emotional skills are highly effective. Children take part in a varied range of stimulating and relevant activities that help them make good progress towards all the early learning goals. Long term planning covers all six area of learning and ensures children make steady progress towards the early learning goals. All areas of the curriculum are carefully woven into planned topics and the balance between adult-led and child-initiated activities ensures children have enough time to consolidate their learning in their own way and at their own pace. High emphasis is placed on promoting children's learning through outdoor play and children have free access to a wide variety of play resources both indoors and outdoors which engage their interest and help to extend their experiences. Staff continually assess children's progress and assessment records are regularly updated by a child's key person. Staff record clear information about children's achievements and use assessment information effectively to plan for the next steps in children's learning. However, records do not clearly show the progress that individual children are making along the stepping stones in each area of learning.

Children quickly become absorbed in activities and approach staff confidently for help. They have formed good relationships with each other and staff, and learn to play co-operatively during group activities. Many persevere for a considerable time on activities such as role-play and creative activities. They show pride in their achievements and enjoy talking about their work to others. Through planned activities children develop their awareness of their own culture and beliefs and learn about the wider world. Children learn to take turns when speaking and listening and are beginning to sustain their concentration during whole group activities, such as circle time.

All children spend time mark making as this is provided through a very good range of practical experiences which are very well supported by staff. For example during role play a member of staff helps a child to record a food order in the café and children record their name when they join the snack table. Children enjoy listening to stories and frequently select books to read independently. Staff are very animated when they tell stories, they make excellent use of props and encourage children to become involved in interactive story sessions. This ensures that children are interested, motivated to learn and increases their confidence as they are well supported. Children can identify initial sounds in their own names and familiar words. Their early reading skills are benefiting from the setting being rich in print in a wide range of meaningful situations. For example, in the role play café a wall displays give children instructions about how to make a pizza.

Children make good progress in mathematical development. They have very good opportunities to see and read numbers in the play environment. For example, they talk about numbers when using a calculator or telephone in the role play areas and have opportunities to park their ride-on toys in numbered parking spaces in the outdoor area. They are developing their awareness of addition and subtraction through number rhymes, such as five little monkeys jumping on the bed and use a wide range of vocabulary to describe shape and position. They learn about size and measuring as they make their own rulers to measure items and have use of a tape measure in role play situations. Children observe and discuss changes in the seasons and weather. They learn how to care for plants when planting bulbs outside and identify birds from well placed reference cards in the garden. They can recall past and present events in their own lives and enjoying talking about their families. They are developing their awareness of the uses of technology and have access to a computer. They are keen to explore everyday objects and learn how to make them work, such different types of musical instruments and programmable toys.

Children use their imagination in a range of situations and delight in engaging in a varied range of stimulating role play situations both in doors and outdoors. For example a garage, where they are able to put a toy car onto a ramp and repair it from underneath. A café where they take orders and prepare food, a garden centre where they re-pot and sell the plants and a wood yard where they create their own constructions using real life tools. Children enjoy a wide range of craft activities in which they are able to express their creativity as they are able to make choices about the types of materials they use. They enjoy making their own musical instruments and join in enthusiastically during group singing times.

Helping children make a positive contribution

The provision is good.

Children are valued and respected. Their work is displayed attractively around the room. This helps to foster a sense of belonging and promote positive self-esteem. Children confidently express their own needs and feelings, for example when they want to take part in an activity

or need the toilet. They are developing their awareness of the local community as they visit the local primary school and they enjoy visits from members of the community, such as the community nurse. They are also beginning to develop an awareness of the wider world by accessing a good range of play resources that reflect positive images of race, gender and disability. Staff have very good links with parents and other professionals to ensure they are able to support children with learning difficulties and/or disabilities.

Children are very well behaved. There are clear rules in place which they quickly learn through discussions and gentle and consistent reinforcement from staff. They use positive messages when trying to attract children's attention such as, 'can you listen', and when children are being reminded about hazardous situations they are asked to become statues so that everyone stands still and listens to the important message. Staff are very good role models and children emulate their behaviour. Carefully considered systems are in place, which encourage children to care for each other and their environment. Children display kindness and consideration towards others and learn to respect their environment. They play co-operatively alongside their peers and learn to take turns and share resources. Staff manage unwanted behaviour appropriately and skilfully, taking into consideration their in-depth knowledge of individual children. Overall, children's spiritual, moral, social and cultural development is fostered.

Staff develop very good relationships with parents. They gather appropriate information on admission to ensure consistency of care for children. Parents are welcomed into the setting, staff greet them warmly and make themselves available to exchange information. Parents have access to a good range of information about the setting, including relevant policies and procedures. They receive regular newsletters, keeping them well informed about practices and current issues within the setting. The partnership with parents and carers is very good. This contributes positively to the well-being of children in receipt of funding for early education. Children benefit from their parents being actively involved in their learning. For example, parents come in to talk to children about their work, they contribute artefacts linked to topic work and are provided with good information about planned activities. Useful information is available to inform parents about the Foundation Stage curriculum. Staff regularly share assessment records with parents to keep them informed about children's progress and development. They liaise closely with parents when a child first starts at the setting to gather information regarding what children already know and can do. This enables staff to effectively plan activities to build on children's previous knowledge and skills.

Organisation

The organisation is good.

The effective organisation of the setting enhances children's care. The premises are well organised and space is effectively used to create a stimulating environment. Children freely and safely move around and make independent choices, those wishing to play quietly or rest are able to do so. Staff make good and regular use of the outdoor area. All legally required documentation, which contributes to children's health, safety and well-being is in place and is well maintained.

Robust recruitment and selection procedures ensure that staff working with children are suitably vetted and qualified. Staff are very positive in their approach to children and clear of their roles and responsibilities. They work very well together, recognising each other strengths and using these appropriately to support the care of the children and ensure the smooth running of the setting. Staff are positively encouraged to undertake further training to build on their existing skills and knowledge which is then cascaded to other staff to allow them all to work together

for the benefit of the children. Effective deployment of staff ensures that children are well supervised and supported during activities.

Leadership and management are good. Staff work well together as a team to deliver a broad and balanced curriculum and ensure children achieve well. Staff are well supported by the manager who has a clear vision for the setting which promotes good outcomes for children. She is well supported by a hard working and dedicated staff team who contribute to evaluating the provision and identifying areas for improvement. Effective systems are in place to monitor the provision such as a staff appraisal system, evaluations of activities and regular staff meetings. Overall, children's needs are met.

Improvements since the last inspection

Following the last inspection the setting received two recommendations. These were to ensure that the policies and procedures were updated and expanded and to use assessment to help focus individual targets and aid planning. These have both been satisfactorily addressed and have a positive impact on the care of 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):

- review hand washing procedures to ensure that children are consistently adopting good practices
- ensure that parental advice to seek emergency medical advice/treatment is in place for all children
- review the child protection policy to ensure that clear procedures are in place in the event of an allegation being made against a member of staff.

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):

- review assessment system to ensure that records clearly show the progress each child is making along the stepping stones.

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