

Busy Bees Pre-School Playgroup (Wollaston)

Inspection report for early years provision

Unique Reference Number	220247
Inspection date	17 April 2007
Inspector	Kristin Hatherly
Setting Address	High Street, Wollaston, Wellingborough, Northamptonshire, NN29 7TQ
Telephone number	01933 663870 Thoms
E-mail	
Registered person	Busy Bees Pre-School Playgroup
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?

Busy Bees Pre-School Playgroup opened in 1979. It operates from rooms in the village hall in Wollaston near Wellingborough in Northamptonshire. The pre-school serves the village and surrounding area.

There are currently 35 children on roll. This includes 29 who receive funding for nursery education. Children attend for a variety of sessions. The pre-school opens five days a week during school term time. Sessions are from 09:00 until 11:30 on Monday, Wednesday, Thursday and Friday mornings, and from 12:45 until 15:15 on Tuesday afternoons.

Five staff work with the children. Two have appropriate early years qualifications and three are working towards appropriate qualifications. The pre-school receives support from an advisory teacher and a 'Birth to three' advisor. The pre-school has been awarded accreditation from the Pre-school Learning Alliance quality assurance scheme, 'Aiming for Quality'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted as staff adhere to consistent hygiene routines and take positive steps to ensure that children learn about their own personal hygiene as they are encouraged to wash their hands at appropriate times such as before snacks, after messy play and after going to the toilet. This sustains the level of hygiene and helps to prevent the spread of infection. Children's welfare is safeguarded because staff have up-to-date first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell.

Children learn about healthy living as they choose and enjoy a range of nutritious snacks and take part in cooking activities. Special dietary requirements are complied with in partnership with the parents. Children learn that snack times are sociable occasions as staff sit with the children and spend time chatting together. Children develop their independence as they help themselves to drinks by pouring from a jug at snack time. Children have access to fresh drinking water at all times. As a result children are thoroughly hydrated and comfortable.

Although the pre-school is not able to use the outside play area, children have regular opportunities to obtain fresh air and learn about the importance of activity in a healthy lifestyle. They regularly go for walks into the village and to the local park to play on large equipment. Children enjoy physical exercise as they climb on climbing frames, trampoline and manoeuvre wheeled toys in an area set aside within the hall. Children move spontaneously with increasing control and co-ordination, developing an awareness of space around them and the close proximity of others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and well cared for in premises that the staff ensure are fit for purpose and in an environment that is comfortable, welcoming and child-friendly. Their safety is further promoted as a result of the staffs' awareness of health and safety and because all reasonable steps are taken to minimise the risk of accidents. For example, the staff ensure that furniture and equipment are of suitable design and condition, well-maintained and conform to safety standards. Thorough risk assessments and good supervision allow children freedom to choose activities that offer variety.

Children begin to take personal responsibility for their safety as they learn about road safety during their walks in the village. Their safety and welfare is further promoted as staff carefully monitor access to the premises, check all equipment and comply with fire requirements. For example, they understand and practise fire drills regularly which are carefully recorded.

They are further safeguarded and their welfare well-promoted because staff have a satisfactory understanding of their role in child protection and are able to put appropriate procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and play, learn and have fun with the company of friends and adults at the pre-school. They benefit from the care and encouragement of knowledgeable staff in the welcoming learning environment. Children develop independence as they express their ideas during play using a wide variety of resources which capture their interest. Children are developing positive relationships as they listen and communicate well with each other and with the adults, and freely and confidently express their ideas. They use their imaginations well and with enjoyment as they take part in a wide range of art and craft activities and role play. Their perseverance to complete activities and their confidence to share feelings develops as they play. Children's care needs are met through an effective key worker system. Staff have implemented 'Birth to three matters' framework as a formal developmental system for the younger children alongside the Foundation Stage for the older children. They use observation and assessment to set individual goals with realistic expectations.

Children enjoy going on walks in the village and to the local pocket parks which develops and supports their physical skills. They begin to understand their own needs, and with adult support, become aware of the needs of others. Children behave well, for example, they take turns and share resources. All of these promote their emotional, physical, social and intellectual development.

Nursery Education

The quality of teaching and children's learning is good. The planning is based on the six areas of learning and the 'Birth to three matters' framework. This shows that staff have a clear understanding of the Foundation Stage and 'Birth to three matters' framework and use this understanding effectively when engaging children in activities. There is a system for evaluation of activities and observation of children and child profiles are kept. However, evaluations do not show clearly whether children have learnt what was intended and whether the activity was appropriate for what the children were intended to learn. Further there is no system to monitor all aspects of the provision. Appropriate individual challenge and extension of children's learning is ensured through good questioning and enabling of the children by the staff. Staff make spontaneous notes plus more detailed observations of activities to help them assess the progress of the children and the learning needs of each child. This helps them plan for the future and provide reinforcement of a skill or concept. Observations are transferred to children's individual records of achievement to provide evidence of progress.

Staff are friendly and caring and form good relationships with the children which help them to feel secure. They give regular encouragement and praise which develops children's confidence and self-esteem. As a result, they behave well. Throughout the setting, children's personal, social and emotional development is promoted by the staff's caring attitude towards the social side of the child. They encourage children to respect each other and to play co-operatively. Children work well together, sharing and helping each other.

Children are very confident to speak to and question staff and visitors to the pre-school and are developing their independence well through selecting activities, pouring drinks at snack time and going to the toilet independently. Marks are made freely throughout their activities with older children forming the letters of their names correctly. However, children are not encouraged to link sounds to letters. They are able to express and develop ideas in a variety of activities and situations. Children have access to a range of books and clearly enjoy reading

as they select and read books independently and are well engaged at story times eagerly responding to questions. Staff are able to support children with learning difficulties and/or disabilities and who speak English as an additional language.

Children are developing their number skills through a variety of activities, construction, games and puzzles relating to number and shape. They are encouraged to count spontaneously at register time. They develop their understanding of shape, measure and patterns and are able to solve simple problems. Children use their imagination well during a variety of role play. Their creative and imaginative skills are being promoted with an excellent range of art resources. Children begin to make sense of the world around them as they explore a variety of materials. They investigate how things are made and work as they explore construction materials and make models.

Children are able to operate simple technical toys. They celebrate festivals to develop their understanding of other cultures and enjoy walks into the village which develops their sense of community. They develop a sense of time and place through regular discussions about the community and events in their lives.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and valued as individuals and the part they play in the pre-school, which helps them settle well and enjoy their time in the group. They begin to feel a sense of belonging as they gain confidence through making choices about activities. They have good opportunity to learn about themselves and to appreciate diversity through a variety of play materials and planned activities that reflect the community and wider world. For example, they take part in celebrations of festivals through art activities and food tasting. Older children understand their own needs and begin to respect the needs of others.

Children behave very well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set them and the encouragement to behave well given by the caring staff. Inappropriate behaviour is consistently managed by the staff who take into account the individual child's level of understanding and maturity. Children learn to take turns, share and be kind to each other. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff ensure that all parents are aware of how their children are progressing towards the early learning goals by discussing their children on a daily basis if required. Parents are given information about the planning of activities with some information on how they can contribute to their children's progress and extend their learning at home. Parents' views about their child's needs, interests and stage of development are sought when the child enters the pre-school and used to help settle the child. Parents are provided with information through notice boards, daily exchanges of information, newsletters and half termly meetings. They also receive termly information through the village magazine as there is an article about the pre-school. Parents are encouraged to come into the pre-school on a regular basis. The parents' committee is very involved in all aspects of the setting. Parents have free access to children's folders which ensures that they are able to be actively involved in their children's learning. They report positively about the pre-school.

Organisation

The organisation is good.

Children's care and learning are enhanced by the good organisation of space and resources which helps them make the most of the play and learning opportunities. They benefit from the good staff to child ratios as can be seen through the good supervision and interaction. Staff continue to attend training for their own personal development. This helps to ensure that they are up-to-date with information to allow them to meet the needs of all children and offer a range of interesting activities. Secure systems are in place for recruitment, induction and staff appraisal. Generally, policies and procedures are reviewed regularly to ensure they are in line with current guidance.

The leadership and management of the nursery education is good. The staff and the management committee work well together as a committed team. All the staff work well together sharing the planning and organisation of the setting. They are aware of the advice and support that is available. As a result, staff are clear about their roles to help children make progress towards the early learning goals. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the pre-school was asked to make available to parents a written statement with regard to procedures for complaints. Although this is now in place, the correct regulating authority and address has not been included. They were further asked to ensure that the child protection procedure complied with the Local Safeguarding Children's Board (LSCB) procedures and to develop staffs knowledge and understanding. The pre-school has up-to-date procedures in place which comply with the LSCB's procedures and staff have developed their knowledge and understanding and are now confident that they would recognise signs and symptoms of abuse thus further ensuring the safety of the children. Generally, all policies and procedures have been reviewed to confirm Ofsted as the registering authority.

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):

- develop a system whereby confidentiality is maintained for all records, for example, accidents/incidents, nappy changing procedures and administration of medication
- ensure the complaints policy is reviewed with regard to who the regulating authority is including the correct address
- ensure there is a system in place for recording children and staff's hours of attendance.

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 evaluations to show clearly whether children have learnt what was intended and whether the activity was appropriate for what the children were intended to learn and to monitor all aspects of the provision
- develop opportunities for children to link sounds to letters.

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