

Bees Knees Boldre Preschool

Inspection report for early years provision

Unique Reference Number	110064
Inspection date	11 September 2007
Inspector	Clare Moore
Setting Address	Boldre Memorial Hall, Pilley Street, Pilley, Lymington, Hampshire, SO41 5QG
Telephone number	01590 670809 + 01590 673738 + 613015
E-mail	
Registered person	The Trustees of Bees Knees Boldre 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?

Bees Knees Pre-school opened in 1992. The pre-school is a community group managed by a voluntary committee of parents. It operates from the main room in the village hall. A maximum of 26 children may attend at any one time. The pre-school is open five days a week in term time from 09:15 to 12:15, with some children staying to 13:15 for a lunch club. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged from two to under five years on roll. Of these 13 children receive funding for early education. The nursery welcomes and is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are seven staff who work with the children. Of these five hold appropriate Early Years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through daily routines and appropriate support from the staff to guide them. They wash their hands before meals, snacks and after using the toilets. A clear sickness policy ensures children who may carry the risk of passing on an infection are excluded. The setting is clean throughout and tables are wiped down with an appropriate spray before eating, to help to reduce any possibility of contamination. Children's welfare is protected effectively because staff have a clear understanding of the procedures to follow an accident occurs on the premises. Three staff members are trained in first aid, emergency permissions have been obtained and a first aid kit is to hand at all times.

Children are well nourished as they are offered healthy snacks with parents contributing fruit each day. Staff know about children's nutritional needs and offer whole milk or water to drink to keep children hydrated. Children find out about the importance of drinking plenty of fluids, especially in hot weather, as the staff remind them about this during snack time. Children who stay for lunch have their meal provided by parents. Staff sit down with them making this a social time and also use it to discuss the benefits of healthy eating. Children explore different foods during activities which helps them to enjoy new flavours and in turn promotes a more varied and healthy diet.

Children develop and practise physical skills both outside and in the hall. They enjoy ball games, using hoops and cones, riding wheeled toys and develop control as they push the dolls in the pram and the buggies. They practise balancing on beams and climbing skills on the climbing frame. They also have fun with action rhymes and energetic games, which involve running round in a circle and giving chase, which helps to keep children fit and active. This leads to much enthusiasm, smiles and laughter. More able children are further challenged with a special vehicle called a 'Go go bus', that is more difficult to manage and needs children to work together to pedal and steer it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a modern, light, spacious and well maintained environment. They are warmly welcomed by the staff as they arrive and eagerly become engaged in play. Children are protected because staff constantly monitor the toys and equipment and also check the premises and outdoor area before the children arrive. Children show their own awareness of safety by pointing out an undiscovered mound of dirt outside and calling out to staff. A practitioner quickly responds and asks children to keep away, while she goes and gets equipment to clear up. The children demonstrate a sense of responsibility by standing around with outstretched arms reminding others to keep away. Children start to find out about objects that pose risk, as staff explain to them the meaning of the word dangerous and also describe, what could happen with a metal peg they find in a flower bed if it is not handled carefully. Children with allergies are protected because all staff are clear about individual children and foods or substances that need to be avoided. Awareness is raised through documentation and discussion at team meetings.

Children find out about how to exit the building in an emergency as there are regular, documented fire practises. This helps them to stay calm and keep safe in the event of an emergency. A fireman in uniform visited the setting to raise awareness with the children about

fire safety and show them some of the equipment the service uses. A clear collection policy ensures children are only collected by those who are approved by parents.

Children are carefully supervised and escorted to the toilets, as the building is often shared with other users. The sharing of the building means there is some compromise in security and the main door is not locked. However, staff are vigilant to ensure that children do not leave the building during sessions. Children are protected from the sun because parents are asked to apply sun protection cream in advance and they wear sun hats, sometimes provided by the setting. During hot weather they use a gazebo or go inside to cool down if they get too warm.

Children are protected from harm as staff are trained, to know about the signs and are clear about record keeping and reporting procedures. This helps to ensure that children are safeguarded. This is supported by a displayed chart and booklet 'What to do if You are Worried a Child is Being Abused' for reference, as well as information from the local authority on the notice board for parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They enjoy attending, and are soon settled and look forward to the sessions. Younger children are supported well and staff know about the 'Birth to 3 matters' framework, which helps them with ideas and to monitor development. Younger children enjoy stories in small groups of two or three which helps them to be fully involved in the story, see the pictures closely, contribute and to develop an interest in books and language skills. They also enjoy engaging in imaginative play dressing, bathing and taking the dolls for a walk. They all join in and have fun with a memory game presented in a very lively way, calling out enthusiastically when they spot the item that is missing, for example train, apple, book.

Nursery Education

The quality of the teaching and learning is good. Staff constantly encourage the children through praising them warmly for their efforts. Staff have a sound understanding of the Foundation Stage of learning and children make good progress in all the areas. They liaise with local schools, other groups and outside bodies, which helps them to develop their practice and work together for a smooth transfer to school in the best interests of the children. Staff are skilled at settling in children at the beginning of the programme and making observations to find out the starting point. This helps to ensure that the next steps of learning are tailored to their individual needs. For example, during free play staff engage children in conversation and help with dressing the dolls. They take part during role play enjoying an imaginary meal the children pretend to prepare and serve. They introduce and explain the activities set out, then after group registration they invite children to make their selection. They do this in small groups, as staff pick children out by the colour they are wearing. This helps children to make an informed and considered choice.

Children demonstrate a positive attitude to learning. They engage enthusiastically in their activities and show high levels of concentration when listening to a story, painting and taking part in construction with coloured wood blocks. They are becoming independent putting on aprons for water play with help and then removing them and placing them on the table for the next child. They pour their own drinks at snack time and access their own resources, such as a tape recorder and cassettes from the trolley drawers labelled with pictures. They take turns at

the water table when all the aprons are in use and the older children help the younger ones, for example, when building with the bricks.

Children have many opportunities to develop language skills. At the water tray staff interact well asking questions to encourage children to name the sea life such as a lobster and a ray, which helps children to expand their vocabulary. They also talk to children in a positive and encouraging way about their experiences such as going to the beach, about events at home and during activities. This encourages children to put their thoughts into words and to think through sequences when bathing the dolls. Children start to link sounds to letters when they select letters from storage and share them with staff. They begin to read as they take their name when they come in and again at snack time placing it in the bucket when they go for their snack. They take delight in pointing out the 'closed' sign on the snack bar when it has opened. Children are engrossed in the story and drawn in by the practitioner, who makes sure they can all see the illustrations. She skilfully draws them in, asking questions to involve them in the plot. Children develop writing skills through holding tools such as pencils effectively, making marks, making shopping lists in role play, painting and drawing. They make early attempts to label their work, showing that they understand that writing carries meaning.

Children show an interest in numbers and shape. They join in counting at circle time when working out together how many adults and children are present. They explore subtraction through number songs and rhymes and also when working out how many blocks they have. They become excitedly animated joining together in a number rhyme and shouting out 'snap' in unison, when the crocodile takes a monkey out. Children have good resources that encourage them to explore and sort with a choice of attractive colours and interesting shapes. Normally displays include numerals or letters to visually support children's interests and learning and these will be on the wall soon. Children are encouraged by staff to develop an understanding of mathematical language by comparing lengths and considering which tower is the tallest, which line is the longest and which building is the same size.

Children explore an interesting variety of materials. For example, play dough, corn flour slaked with water, compost and expanding foam. They show an interest in technology operating a tape recorder, using the buttons to switch on and play music. They find out about the year and the passage of time through the months on a daily basis when they gather around the weather board, take turns to look outside and report back on the day, and find the correct numerals for the date and the month. They find out about the passage of short periods of time using a giant five minute sand timer so they know they have had a long turn on equipment, for example, the tricycle. They explore wildlife as they enjoy a visit from the hedgehog man with hedgehogs, for them to touch and find out about. They sometimes go on outings to find out about their environment for example visiting a farm, helping to feed the lambs and handling chicks. They also enjoy regular visits from a puppy as it grows up. This helps them to understand living things and to find out how to handle them safely. They examine trees as they do a bark rubbing on an outing to the forest. They catch and examine mini-beasts such as wood lice looking at them closely through a magnifying viewer.

Children develop finer manipulative skills through handling an exciting and challenging variety of tools. For example, in woodwork they use a hand drill with dexterity and a real hammer to hit nails into a tree trunk. They use a stapler, glue spreaders and glue sticks confidently. They also use clothes pegs to peg their paintings up and develop hand-eye co-ordination through lacing in a wide variety of ways and pouring their drinks at snack time. They experiment with using chopsticks when tasting Chinese foods.

Children have opportunities to express themselves in a variety of ways. They are absorbed as they paint and explore what happens when one colour mixes with another, they engage in role play looking after their dolls, bathing, feeding, changing nappies, dressing and taking them for walks. On another occasion they use a very well equipped role play kitchen and dining room to plan shopping and prepare meals. They sing songs and rhymes and start to accompany them with actions, which helps them to develop an understanding of rhyme and rhythm. They use musical instruments such as a large set of chimes and other percussion instruments. They engage in small world play taking themselves into imaginary space with a space shuttle, spaceman and rockets. They explore a roadway play mat complete with a garage and vehicles, fascinated as the cars descend the helter-skelter roadway down from the upper platform. They are absorbed in making collages with a selection of coloured tissue paper pieces and foil using glue applied with glue sticks. This helps them to develop and experiment with their imagination and creativity.

Helping children make a positive contribution

The provision is good.

Children are supported as individuals. Staff get to know them well through discussions with parents, the details on the personal information form that parents complete and also through continuing observation. Children are supported in the most appropriate way according to their needs to help them settle in. For example, some new children are not yet ready to engage in group activities and prefer to watch and wait from a distance. At other times they respond to distraction and encouragement to try an activity, for example, riding a scooter. Children demonstrate concern for each other with another child asking for them all to join the group. Staff skilfully help out, take the concerned child over to ask the one standing out, kindly, if she would like to join the group. They then respect her wishes when she affirms she does not want to.

Children begin to develop an appreciation of the rich diversity of the world we live in through celebrating festivals, dressing up in costume and exploring the food from, for example, India and China. They make a Chinese dragon, dress up and celebrate Diwali making traditional patterns.

At the present time there are no children attending who have learning difficulties and/or disabilities but the setting welcomes and is able to identify and support children who need help. The pre-school has a designated trained person and also an outside link for professional support and advice.

Children behave well as they are supported with staff who usually spot situations developing. They immediately intervene very effectively. They work with the children and help them to negotiate. Children are encouraged to help out and tidy up after themselves, when they have finished with equipment from the trolley. There is frequent praise from staff and children are also rewarded with being the helper, for example, taking on a role at circle time or ringing the bell for 'tidy-up time.' They find out about taking turns as they use equipment, such as the wheeled toys and the aprons. Clear rules set out boundaries and how staff expect the children to co-operate. Spiritual, moral, social and cultural development is fostered.

Children show concern for others and a willingness to help, for example, holding a door open for a wheel chair user and fetching resources for another child. Staff are good role models. They thank children for their help and offer lots of encouragement praising children's efforts warmly. This helps children to develop and cement a close and trusting relationship with staff and each other.

The partnership with parents is good. Parents are involved in the management of the setting as committee members. They are also offered opportunities to help out on a rota system. They are welcomed into the setting and are kept informed about children's progress through discussion at the end of sessions when they collect their children. They are invited to see the records of achievement and written reports at any time they wish, but this informal system means that sometimes parents do not share their children's reports. Parents are informed very well about the daily routines and plans as these are clearly displayed on the parent notice board along with information about key workers, schools and the registration certificate. They also receive regular newsletters. A copy of the last inspection is available in the foyer along with the policy documents and parents are clear about how to report any concerns or complaints.

Organisation

The organisation is good.

Sessions run smoothly and the space is well organised enabling children to reach all the activities and equipment. There is a very good range of well looked after resources which is kept in the store room and some of this is set out each day to support the planned activities. Children are able to access the outside area freely during the whole of the session which is set up with meaningful, well equipped activities to supplement the indoor provision. The setting meets the needs of the range of children for whom they provide.

The setting has vetting procedures in place to protect the children and all the staff are fully checked. However, the system is not robust enough to ensure that this includes all the committee members who take responsibility for the provision. All the other required paperwork and documentation is in place which helps to ensure children are safe, healthy and well cared for. There is a very clear system to ensure the children present are clearly documented, as parents sign in and out including the times of arrival and collection.

The leadership and management are good.

The manager supports the staff team and they all work together well to promote positive outcomes for children. All the staff are involved in planning the curriculum as they are consulted about their ideas. Staff are supported well and know what is expected of them. The planning is flexible as the setting is child centred and children are supported in using their own ideas. They have clear job descriptions, annual appraisals and are encouraged to attend training courses to develop their skills. The whole of the staff team are fully committed to providing good quality care and education for all the children who attend.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure documentation is stored in line with current legislation and to make sure that drinks are available more often. They have now improved the storage of records and made water freely available for children to serve themselves for longer periods of time. This helps to ensure children are well cared for.

At the last education inspection they were asked to provide more opportunities for children to write and to develop more challenging activities, for the older and more able children. Children now have paper and pencils available in role play and other areas throughout the session. Older and more able children are appropriately challenged through, for example, role play at a more complex level, more advanced threading, puzzles and exploring numbers. This helps children to make progress in their learning.

Complaints since the last inspection

Since 1 April 2004 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):

- ensure Ofsted is informed and vetting procedures are carried out promptly when there are changes on the committee.

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):

- improve systems to ensure children's records are shared with parents.

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