

Busy Bee's Kindergarten

Inspection report for early years provision

Unique Reference Number	EY271261
Inspection date	28 January 2008
Inspector	Jackie Nation

Setting Address	Gig Mill Methodist Church, Glebe Lane, Stourbridge, West Midlands, DY8 3YG
Telephone number	07729 256 082
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Registered person	Joanne Haynes
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Busy Bee's Kindergarten opened in 2002. It operates from three rooms in a church hall in Stourbridge. There are local shops and a park within walking distance. Children attend a variety of sessions. All children share access to a secure enclosed outdoor play area.

A maximum of 24 children from two to five years may attend the setting at any one time. There are currently 32 children on roll. This includes 16 nursery education funded children. The kindergarten is open five days a week, during school term times from 09:15 until 12:15. The kindergarten supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The setting employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. One further adult works as a volunteer.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because staff follow highly effective procedures and practices which meet the children's physical, nutritional and health needs. Children show an excellent understanding and willingness to keep themselves healthy. They are developing a first-rate understanding about hygiene practices as staff are excellent role models, explaining to children why they need to wash their hands before snack time. Children's individual health needs are clearly recorded and discussed with parents. Procedures are in place to ensure children are cared for appropriately if they become ill or have an accident. Staff are qualified in first aid and there are systems in place to inform parents of any concerns or accidents.

Children flourish as they enjoy a very good range of physical activities and have opportunities for fresh air and exercise each day. They have continuous access to outdoor play in a thoughtfully planned area which is used as an extension of the indoor learning environment. Children explore, test and develop physical control as they have daily access to a large hall where they have an excellent variety of toys and equipment to choose from. This includes scooters, bikes and a mini trampoline enabling children to practise manoeuvring, pedalling and jumping skills. Staff's excellent understanding of each child's stage of development means the youngest children are confident to try out new skills in a well-organised environment. Their finer manipulative skills and control are actively encouraged through interesting craft activities, painting and woodwork activities. Children are able to rest or be active according to their needs and enjoy sitting, looking at books and reading stories with staff. This combination of enjoyable activities contributes very effectively to the children's well-being and confidence.

Children help themselves to easily accessible drinking water throughout the session. This ensures they are kept hydrated. Children thoroughly enjoy being independent as they access the café style snack area, where they competently help themselves to a nutritious snack and pour themselves a drink at a time of their choosing. Children enjoy fresh fruit, dried fruit, vegetables, milk shakes, juice and water. The organisation of the snack area significantly contributes to children's understanding of a healthy lifestyle. Resources displayed include, picture prompts, information and story books, menus and posters, which support and develop children's understanding of healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children relish their time at this vibrant and safe setting which puts them first. Staff make superb use of their environment and this enables children the chance to select the resources they would like to play with. Risk of accidental injury to children is minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. This means children can move safely and independently throughout the setting. Well thought out procedures are in place for the safe arrival and collection of children, all doors are kept locked and staff ensure visitors show identification and sign in. Children display an excellent understanding of how to keep themselves safe and they are gently reminded about safety rules within the setting, such as using play equipment and tools safely and wearing safety helmets while riding bikes in the hall. They are developing an awareness of fire safety through discussions and by practising fire evacuation procedures. This helps children to understand how to react in an emergency.

Children are kept safe on outings as staff assess potential risks at the venue prior to a visit taking place and by using a reputable company for transporting children.

Children use an excellent range of high quality equipment and resources which are appropriate to their developmental needs. Children are encouraged to make full use of the well-organised resources which are clearly labelled and stored to make them easily accessible. Toys and equipment are checked and cleaned regularly, ensuring that children play with safe and suitable equipment.

Children are very well protected by staff, who have an extremely good understanding of child protection policies and procedures. They are fully conversant with reporting procedures and have attended training, giving high priority to children's welfare. Information is displayed on the notice board and this ensures parents are fully informed of the setting's responsibility for safeguarding children in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy, confident and enjoy their time in the setting. They achieve well because staff are highly skilled and use their exceptional understanding of early year's guidance. For example, the 'Birth to three matters' framework, the 'Curriculum guidance for the foundation stage' and publications to support specific areas of learning to provide high quality care and education. A flexible and child-centred approach to planning and the provision of 'continuous play' allows children to learn at their own pace, follow their interests and have fun. Staff are keenly aware of how individual children learn and skilfully adapt activities to build on children's interests. As a result, children engage eagerly in a rich and stimulating range of activities that excite and captivate their concentration and curiosity. They show high levels of sustained interest in what they do, for example, whilst playing within the imaginatively planned role play areas, and when they join in a diverse range of exploratory and sensory experiences. For example, children enthusiastically plan to investigate the collection of rainwater in the garden and show high levels of curiosity as they organise this task with a member of staff saying 'it's really good'. In the science area children enthusiastically use binoculars, cameras, torches and magnifying glasses as part of their play. Children also benefit from organised weekly activities at the setting, such as the French Club and Rhythm Time music group.

Children are warmly welcomed and those who are new to the setting are helped to settle by staff who are sensitive towards their individual needs. They settle in well because they are given time and space to adapt to the routine. Children form strong friendships and join in co-operative play with each other as they develop their ideas and activities. Excellent relationships are encouraged and established friendships are becoming apparent. Children are self-assured and eager to share what they know and can do with visitors, staff and their peers. For example, some children confidently use the computer with little need for staff direction, accessing appropriate software and manoeuvring the mouse with precision to complete the activity. Children's behaviour is very good, they are actively and consistently praised by staff for their effort and achievements, consequently, their self-esteem is carefully fostered.

Nursery Education

The quality of teaching and learning is outstanding. Teaching effectively promotes children's learning towards the Early Learning Goals in all areas of learning. Teaching is appropriate for all groups of children with excellent staffing ratios in place, affording plenty of opportunities

for one to one attention. Teaching is embedded in a secure knowledge of the Curriculum guidance for the foundation stage and a clear understanding of how young children learn and progress.

Very good systems are in place to observe, monitor and record children's achievements. Individual children's progress is monitored through weekly planning meetings; observations are used to identify children's strengths and any areas where more support is required to help them make progress. Children's individual preferred learning styles are fully respected and activities are presented in an innovative way and at a level which enables all children to participate fully. For example, a simple strategy used by a member of staff during a phonics activity maintained children's interest, they responded to the activity and challenge with lively interest. Children access an extensive range of well chosen meaningful resources which support their learning. All children have equal opportunities for play and learning as resources are organised in low-level shelving units and trays which children can access independently to support their play ideas.

Children have excellent opportunities to make marks and practise writing for different purposes in the very well-equipped writing area. They use paper, notepads and stencils as part of their play. Very good emphasis is placed on developing children's speaking and listening skills, with effective staff support and meaningful conversations. The self-registration system encourages children to recognise their name and some children are starting to write their name with recognisable letters emerging. Children show a keen interest in books and independently access a well stocked book corner and take a book home each week to share with parents. Books are used well in the setting, for example, they are added to activities and play areas to enhance children's understanding about how books can be used in different ways and for reference.

Children are developing mathematical skills through a variety of enjoyable activities, such as sorting, matching, ordering and sequencing. Children use mathematical language effectively while engaged in activities and are familiar with words to describe size, position, shape and quantity. They sing action songs and play games to help with number sequences and simple number problems, for example, more than, less than and counting up and down. Containers for pouring and comparing amounts are available in the sand and water trays, and children enjoyed using a tray of 'sunflower seeds' for this purpose. They carefully watch the seeds travel through the funnel into a container.

Children have extensive opportunities to develop their creativity and imagination. They explore different materials including paint, sand, water and play dough. They design, build and construct in two and three dimensions and enjoy making their own models using boxes, tubes and tape. Resources provided for children are inspired, for example, during woodwork children wear safety goggles and use hammers, saws and nails, under supervision. Role play is a very popular activity and the areas, which change frequently, are well-utilised and supplemented with an excellent range of dressing-up clothes.

Helping children make a positive contribution

The provision is outstanding.

Children have their individual needs met and the uniqueness of each child is highly valued. Settling-in arrangements for children are very flexible and staff are extremely sensitive to the individual needs of the child and family. Each child is allocated a key worker and this provides a useful point of contact for parents and continuity in terms of meeting their needs and discussing their progress and attainment. Children are extremely well settled and there is a strong commitment from the staff team to ensure all children are included. The setting's

inclusion policy makes sure all children are included; all areas are accessible to children to help them feel valued, secure and included. Consequently, children who have learning difficulties and/or disabilities and those who speak English as an additional language are very well supported by the group.

Staff act as excellent role models, they treat children with respect and clearly enjoy children's company. Children are learning excellent social skills and they use conventions, such as 'please' and 'thank-you' without prompting. Children enjoy being 'special helpers' at a parent's coffee morning and receive stickers from staff to thank them for their help. Children learn about the significance of different festivals and customs as they follow themes and projects and celebrate a number of different festivals. For example, Diwali, Chinese New Year, Easter and May Day. Resources positively reflect different cultures and disabilities and children learn to treat each other kindly, sensitively and acknowledge people's differences. Visits are organised from people who help in society such as police and the fire service to show that jobs can be done by men and women. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers regarding nursery education is outstanding. The setting maintains excellent relationships with parents and feedback from parents is very positive. Parents feel the setting makes an essential contribution to their children's care, learning and play. Parents receive excellent information about the provision. They are provided with a comprehensive prospectus, policy information and information about the nursery education provision, and the early learning goals. Staff welcome parents into the setting and are establishing trusting, meaningful relationships with them. They regularly seek parent's views about the provision by sending out questionnaires for parents to complete. Responses are evaluated and an action plan is devised and shared with parents to show how the setting intend to implement changes. Good arrangements are in place to ensure parents have the opportunity to discuss their child's progress and attainment on a regular basis. Staff make themselves available at the beginning and end of the session to talk to parents informally. Parents evenings are planned, they provide an opportunity for information sharing and feedback on children's achievements. Each child has a 'Celebration' folder which is shared with parents showing examples of children's work, their achievements and photographs of children participating in activities. Parents are actively involved in their child's learning and are provided with examples of activities they can do at home with their child to support their learning.

Organisation

The organisation is outstanding.

Children thrive in this very nurturing environment. They are extremely well-settled and happy because the routine and organisation of the setting is designed to ensure children have freedom of choice. There are extensive opportunities for children to develop their own ideas and play. Children benefit from a dedicated, cohesive and stable staff team who work together with enthusiasm to create and maintain a caring environment for children. Effective management ensures that staff are well supported in their work.

All staff have a clear vision of how they want the setting to run, and strive to deliver a unique, high quality play and learning provision for all children. Staff are very committed to developing and improving all areas of their practice and are effectively supported in their professional development by attending training sessions and briefing meetings. There is a strong commitment to providing the best possible outcomes for all children and children's care is significantly enhanced by exceptional organisation. All required documentation, which contributes to the children's health, safety and well-being is in place and is regularly reviewed.

Leadership and management is outstanding. This contributes to children making outstanding progress towards the early learning goals. The manager is fully committed to ensuring that all children receive the highest quality of care and education. She actively encourages staff to review and monitor their practice, through regular meetings, planning evaluations and discussions about children's profile records. This ensures that the curriculum and teaching methods take full account of the children's individual needs and the diverse ways in which children learn.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The setting has made very good progress in addressing the previous recommendations relating to the procedure for recording incidents and recording the times of children's arrival and departure. Both recommendations have been successfully addressed and this has a very positive impact on outcomes for children's safety and keeps parents fully informed of any significant incidents.

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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The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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