

# Busy Bodies Pre-School Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	309726
<b>Inspection date</b>	22 January 2008
<b>Inspector</b>	Sheila Iwaskow
<b>Setting Address</b>	St. Marys Old School, Wigan Road, Euxton, Chorley, Lancashire, PR7 6JW
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<b>Registered person</b>	Joanne Marie Jump
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Bodies Nursery was registered in 1998 and is privately owned. The setting is situated on the main road into the village of Euxton, near Chorley and serves children who live in the local area.

The setting is a single story detached old school and is located in the grounds of the local church. Children attending have access to five play rooms. There is a fully enclosed area available for outdoor play.

The setting is open five days a week Monday to Friday, all year round excluding Christmas, Bank Holidays and a last full week in August. Opening hours are between 08.00 until 18.00 hours. There are currently 96 children on roll who attend on a variety of placements; of these 34 receive funding for nursery education. The setting supports children with learning difficulties and disabilities.

There are currently 14 staff who work directly with the children and all are appropriately qualified. The setting receives support from Sure Start and has been accredited with stage one of the Quality Award from Lancashire County Council.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children benefit from a wide variety of nutritious home cooked meals to promote their growth and development. Meals are balanced to meet children's dietary requirements, and food is prepared by the nursery cook using fresh ingredients. Menus are planned on a three weekly cycle and include choices of main courses and deserts. Particularly noteworthy is the way in which menus are displayed within the nursery; photographs of all meals and snacks available are displayed on a daily basis. Menus for the following week are also sent home, allowing children, in consultation with their parents, to choose in the comfort of their own home what they would like to eat. Meal times are relaxed social occasions where children sit together and chat. However, children are not provided with plates when having their snack. Children aged three to five years are independently able to access their own drinks from water dispensers located in the play rooms. Children under two years of age are offered drinks at frequent intervals throughout the day.

Positive steps are taken to promote children's good health. For example, good standards of cleanliness are maintained across the nursery. There are clear procedures in place for changing nappies, and toys are cleaned on a regular basis. Babies bottles are kept in named baskets in the fridge and dummies are stored hygienically. Children follow established routines of washing their hands before eating and after toileting. The use of paper towels for hand drying prevents the risk of cross infection. Children are made aware of the importance of washing hands to prevent the spread of germs, and some reminders in visual and written format are available in the bathroom areas. A clear policy regarding the care of children who become unwell is in place, and a first aid box is within easy reach of all the play rooms to enable staff to tend to children's needs quickly. All staff are qualified in first aid and accidents are recorded correctly. Children who have had an accident are treated with great sensitivity by staff.

Self help skills are fostered from a young age. For example, young children are provided with appropriate cutlery so that they can feed themselves, are encouraged to turn off taps and tidy toys away. Comfortable furnishings, such as cots, bean bags and cushions are provided for children's relaxation to ensure their well being. Sleeping children are carefully monitored and individual routines are recognised and met. Babies are held closely whilst being fed and eye contact maintained.

A good range of play materials are available to support children's physical development. Children develop self-confidence in their physical skills as they negotiate the climbing frame, balance on stilts and crawl through the tunnel. Dance and movement sessions are popular with the children, allowing them to learn about positioning their bodies in open spaces. Small tools, such as scissors, glue sticks and paint brushes are used by children with increasing control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in bright and stimulating surroundings. Lots of effort has been put in to making the nursery aesthetically pleasing. Vibrant displays of art work, posters and photographs of children at play create a purposeful learning environment, and give children a strong sense of belonging within the setting. All playrooms are well lit and kept at an adequate temperature to ensure children's comfort. The nursery benefits from good onsite facilities including separate

kitchen, staff room, and office. A wide range of developmentally appropriate resources are available to support all areas of children's learning. They are organised for easy access, allowing children to make informed decisions about their play. Children enjoy selecting toys which appeal to their interests.

Close attention is paid to safety. Children's safety is promoted through regular risk assessments. Entrance to the premises are secure. Parents and visitors are personally greeted at the door and an accurate record of visitors is maintained. Playrooms each have telephones to allow staff to communicate with others without leaving the room. This ensures that children are well supervised at all times. Detailed risk assessments are in place for all areas of the nursery and are carried out prior to outings. Written policies are in place for lost or uncollected children.

A detailed safeguarding children policy is in place and includes procedures to be followed if an allegation is made against a member of staff. All relevant telephone numbers are easily accessible. Staff have a good awareness of the indicators of abuse and a sound understanding of who to contact if they have concerns. Procedures are in place to record incoming injuries and a trained member of staff is in place to coordinate this area of children's care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children happily enter the nursery in the morning and confidently separate from their parents and carers. They are happy, secure and have good levels of self-esteem. Staff interact very well and share warm relationships with the children. They take the time to support them during their play and extend their learning experiences through questioning.

Younger children have access to an exciting range of activities which they clearly enjoy. Heuristic play is very well promoted within the setting. Treasure baskets are used effectively to provide opportunities for children to explore different textures. Pressing buttons on electronic toys allows children to listen to music and observe flashing lights. Young children are able to concentrate for sustained periods of time as they build models, make a meal or do some ironing in the home corner.

Children enjoy completing puzzles, playing with small world toys and making marks with paint. Reading is a popular activity and children thoroughly enjoy having a story read to them. Singing songs and talking together at circle time successfully develops children's communication, vocabulary and understanding. A wide range of creative opportunities, using a variety of media are available for children to enjoy. Children gain a sense of self as they look at themselves in low level mirrors and a good variety of musical instruments are available to motivate children to make sounds.

Staff make good use of the 'Birth to three matters' framework and children's progress is regularly monitored and assessed. Information on the curriculum delivered to younger children is clearly displayed, and available in writing as a source of information for parents.

### **Nursery Education:**

The quality of teaching and learning is good. Children make good progress towards the early learning goals. Staff have a secure knowledge and understanding of the Foundation Stage, which enables them to support and promote children's learning effectively. A detailed knowledge of children's individual capabilities through carrying out regular observations helps them to

plan successfully to promote children's development. Activities provided are varied, stimulating and encompass all six areas of learning. However, planning is based on topics and does not necessarily reflect the interests of the children. Children experience a variety of teaching styles, which has a positive effect on their learning. Staff make very good use of questioning to develop children's thinking skills. For example, during a discussion staff ask children to name a fruit that looks like a lemon, but is green. Areas of continuous provision indoors are well defined, allowing children to actively engage in independent learning.

Children are confident, fluent speakers and excellent listeners. Without hesitation they give an account of a recent birthday party, and a detailed explanation of how they would draw a rainbow. They make visitors to the setting feel very welcome and politely say 'excuse me' to the inspector when they want to get passed. Children are familiar with the nursery routine and spontaneously start to tidy resources away when the music starts to play. Firm friendships are being formed, as children happily play along side one another and respectfully listen to others. A love of books is fostered at the pre-school, and story time is used purposefully to make connections with other areas of learning. Regular visits to the library help children understand the importance of reading. Children have opportunities to recognise their name as they self-register at the beginning of the day, and look for their peg to hang their coats. Mark making materials are freely available around the preschool and examples of children's emergent hand writing are displayed. Making an appointment in a diary and writing and a list of things to do help children understand about writing for a purpose. Children happily communicate their feelings and express their opinions.

Children are developing a good understanding of mathematical concepts as they are fully incorporated into everyday activities. They recognise numbers around the environment, and know that only a certain number of children are allowed in each of the different play area. At circle time they calculate how many children are present and decide whether there are more boys than girls. Good emphasis is placed on colour recognition and children identify the shapes that are displayed around the room. Filling and emptying buckets in the water and sand help to develop children's awareness of capacity. The use of mathematical language is well promoted as children play.

Close links are established with the local community. Representatives from the fire service come into the setting to talk to the children about keeping themselves safe. Good procedures are in place to ensure the smooth transition for children from the nursery to the reception classes of schools in the local area. Children use the computer competently and a range of programmes are available to support their learning. Recalling past events helps children develop the concept of time. Children are learning about living things and growth through going on nature walks, planting seeds and watching them grow. Planned activities help children observe changes that occur, for example, children show interest as they watch ice melt.

Children engage in meaningful role play to help them develop real life experiences. The imaginative play area is changed frequently to reflect the current topic. Creative opportunities available are innovate and well thought out. For example, children mix washing powder with water, make snow men and dress them using a variety of objects; for example a button is used as a hat. Children also enjoy enacting stories, such as a Christmas production entitled 'Email Jesus at Christmas'

## **Helping children make a positive contribution**

The provision is good.

Children enjoy each other's company as they play harmoniously in the happy atmosphere of the nursery. Every child is valued as an individual, and the ethos of mutual respect and support between staff is reflected in the positive interactions in all areas of the nursery. Birthdays are acknowledged, which helps children feel special. Children are allowed to bring in their favourite toys to help them feel at home within the setting. Cultural diversity is very well promoted. Opportunities to celebrate festivals, such as Chinese New Year and Divali, to taste food from other countries and access a good range of resources that reflect equality of opportunity, allow children to appreciate the diversity of the world in which they live. Themed days also give children an appreciation of what it is like to live in Turkey and Spain. The nursery also takes part in fund raising activities to support charities. This helps children develop a caring attitude towards others. Children with learning difficulties and disabilities are welcomed into a sharing and inclusive environment. The setting recognises the importance of working closely with parents and other professionals to ensure the best possible care is offered. Children's spiritual, moral, social and cultural development is fostered.

Children are delightful and well behaved. They cooperate well and happily play alongside each other. Children are fully occupied and stimulated, which prevents them from getting bored. Staff act as positive role models, and treat all children with care and respect. Good use of praise from staff to promote positive behaviour. Children also respond well to stickers and certificate they receive in recognition of their achievements.

The partnership with parents and carers is good. An open and friendly approach helps parents feel welcome and contributes to establishing trusting relationships. A gradual admission procedures ensure that new children feel happy and secure within the environment of the nursery. Written and verbal feedback at the end of the day keeps parents fully informed about all aspects of their children's care, and how they have spent their day. Good quality information is available about the service on offer so that parents are fully aware about the care practices, policies and procedures. Photographs of the staff are clearly displayed and a good key worker system is in place. Parents receive frequent written reports throughout the year informing them of their children's progress with regards to the 'Birth to three matters' framework, and the Foundation Stage Curriculum. Parents are welcome to view their child's records at any time, and are invited to have formal discussion with staff regarding their children's progress and attainment. Regular newsletters and a notice board keep them fully informed about what is happening within the setting and about any forthcoming events. Questionnaires allows parents to freely express their views and offer their suggestions. Parents are also invited to attend social events at the nursery. However, the planning of activities for children in receipt of nursery education are not clearly displayed and opportunities for parents to support pre-school children's learning at home are not yet fully developed. Parent have the highest regard for the service provided and the care afforded to their children.

## **Organisation**

The organisation is satisfactory.

Leadership and management are good. The owner/manager is actively involved in the provision and has a clear vision of how she wants the nursery to develop. She works closely with staff, who are clear about their roles and responsibilities in the delivery of the curriculum. High priority is given to staff training and development, and effective systems are in place to monitor and evaluate the quality of the nursery education provided. Through continual self-evaluation,

areas for improvement are identified and addressed, ensuring that the quality of education provided is of a high standard.

Clear systems are in place for the recruitment and induction of staff. However, procedures to monitor their ongoing suitability to work with children are not yet fully developed to meet the requirements of the National Standards. Children receive lots of attention as staffing levels are well organised. Staff feel valued, are consistent and work well as a team, clearly enjoying what they do. Contingency arrangements are in place to cover any unexpected staff absences.

Children are grouped according to their age and stage of development, and they move around their immediate environment with ease and confidence. The registration certificate is clearly displayed keeping parents fully aware of the conditions under which the nursery operates.

A good range of policies and procedures form an effective operational plan and contribute to the smooth running of the nursery. However, an omission has been identified; the complaints procedures does not contain the correct telephone number for Ofsted. All documentation relating to the care of the children and stored secure to respect confidentiality.

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

### **Improvements since the last inspection**

At the last care and nursery education inspections recommendations were made regarding fire drills, the safety of the area used by the school age children and the development of the outdoor play area. Progress has been made. Fire drills are now carried out on a regular basis and logged. The door to the area used by the school age children is now secure. These improvements provide a safer environment for children. At the time of this inspection the outdoor play area is currently being refurbished, and photographs of how this area will look are displayed within the nursery. The work started in November 2007 and is due for completion shortly.

### **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):

- formalise procedures to monitor the on-going suitability of staff to work with children and ensure the correct telephone number for Ofsted is included in the complaints procedure
- provide children with plates at snack time.

### **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 opportunities for parents to support their children's learning at home and display planning as a source of information for parents
- build on existing good practise by ensuring that the planning of activities reflects the interest of the children.

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](http://www.ofsted.gov.uk)