

Rosley Preschool: Busy Bees

Inspection report for early years provision

Unique Reference Number	317585
Inspection date	16 January 2008
Inspector	Donna Suzanne Lancaster
Setting Address	Rosley C of E School, Rosley, Wigton, Cumbria, CA7 8AU
Telephone number	016973 42776
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Registered person	Busy Bees
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 satisfactory. 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?

Rosley Preschool: Busy Bees has been registered since 2000. It operates from a cabin in the grounds of Rosley C of E Primary School. It is managed by a management committee. The preschool also use the village hall over the road from the school on a regular basis. The setting is situated in the village of Rosley, near Wigton, in Cumbria. The setting serves children from the local community and surrounding villages.

The setting is registered to care for a maximum of 20 children. There are currently nine children on roll, of whom, seven receive nursery education funding. The group opens Monday to Friday from 09.00 till 11.30 term time only.

Two staff work with the children. Both have an early years qualification. Additional help comes from a supply member of staff. The setting receives support from the local authority. The setting has just achieved the Quality Assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment where children's health is promoted by staff following effective procedures and practices that meet the needs of all children. For example, accident records are maintained and appropriate information is given to parents regarding the administration of medication and the exclusion of sick children. Written consent is obtained from parents to seek emergency medical treatment and advice. Although the staff have recently up dated their first aid certificates, this did not cover first aid for babies and young children and the course was not of the prescribed length required under the National Standards. Therefore, a requirement of registration has been partially breached.

The children have good guidance and support from the staff to ensure hygiene is promoted in all areas. They gain a good understanding of personal hygiene through the daily routine and activities included in the curriculum. For example, hand washing, independently using tissues and putting their hand over their mouths when coughing or sneezing as staff explain to them that this is to protect them from the spread of infection. The staff act as good role models by following good hygiene practises as they follow consistent and thorough hygiene routines, such as wiping tables throughout the sessions. This helps to minimise the spread of infection.

Children have lots of opportunities to develop their physical skills through daily outdoor activities which include climbing, balancing, running, hopping and jumping, they also use obstacle courses and wheeled and peddle toys to manoeuvre around. The village hall is used frequently to enable the children ongoing opportunities to use larger equipment. The children frequently move to music and thoroughly enjoy joining in with action songs and rhymes. The children use tools to cut, shape and mould materials and have resources that children fix together in their construction and creative play.

The children have snacks of fruit provided at preschool, which consist of bananas, apples and mandarin oranges. However, children who do not like the fruit are not offered an alternative snack. The children have baked and eaten what they have made. The children have milk offered as well as water at snack time, however, during the session the water tray is not clearly visible or easily accessible to all children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is warm and welcoming to children and families. There are attractive displays of children's work and information for parents is displayed. Good health and safety procedures are implemented effectively by staff who clearly understand their role in keeping children safe. Staff monitor the premises daily and take effective steps to minimise risks so that children are protected from potential hazards. For example, they are unable to access electrical sockets, heaters are well protected and when water is spilt on to the floor, they explain to children immediately how and why it must be mopped up. The premises are safe and secure and they ensure that children are not at risk from unauthorised adults by checking identification, however, the signing in and out system for visitors is not maintained consistently at all times. Fire evacuation procedures are displayed and emergency evacuation procedures are practised regularly so that the children know how to get out of the building in an emergency and know where to go to stay safe.

Children can easily access a wide range of toys and materials which are stored so that they can safely access them without help. They are clearly labelled, helping the children to identify resources and associate print with meaning. There are good systems in place for checking resources, and ensuring children are protected from cross contamination, as rotas show that all toys and equipment are cleaned regularly.

All children learn to keep themselves safe both inside the preschool and when on outings as staff involve them in discussions and teach them safe practice. For example, when walking in the community they learn about road safety and stranger danger; they are encouraged to tidy away toys as they finish with them to keep the areas free from clutter; they line up to go out to play and are reminded not to jump up and down as they may bump heads.

Children are well protected by staff who have a good knowledge of child protection and a clear understanding of the policies and procedures in place, which are shared with parents. The manager has attended recent training; this knowledge is cascaded to other staff members, which enables all staff to have a clear understanding of their responsibilities within child protection procedures. This contributes to children's welfare being fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

All children benefit from a well planned and exciting range of play opportunities and experiences, which enable them to learn through play. Children enter the preschool enthusiastically and eagerly join in with group activity or choose their own activity. For example, they make musical shaker instruments; play in the construction area together or paint. Children enjoy each other's company and chatter to each other and the staff whilst playing harmoniously together. For example, in the igloo, while sharing the equipment in the sand and water trays and when assembling the big mountain for the trains and cars to pass through. During outdoor play, they work together well when building the house and decide between them which boxes will be the doors and windows. High quality adult-child interactions help the children's confidence and self-esteem. Staff are very skilled in asking children challenging questions, for example, what if?, what would happen?, what do you think?, this enables children to move their learning forward and supports children if they are struggling.

The 'Birth to three matters' framework is used to support children under three years alongside the Foundation Stage curriculum guidance well. They use the aspects and components to adapt activities so they are developmentally appropriate and enjoyable for the younger children. As a result, children are developing and progressing well as they join in the full range of activities provided. However, this is not clearly documented in children's development records.

Nursery Education

The quality of teaching and learning is good. Children have a positive attitude and are strongly motivated to learn in an inviting play environment. Children make good progress towards the early learning goals. Their learning needs are understood by the staff who have a good understanding of the Foundation Stage. Activities to promote children's learning are challenging, purposeful and innovative, resulting in lots of stimulation for children. Planning covers all the six areas of learning, links to the stepping stones and indicates the intended outcome in achievements for children. However, documentation does not always clearly show the differentiation required to ensure children continue to be appropriately challenged. Staff working with the children know them very well and know their next steps in learning, however,

some assessments and observations are not completed on a regular basis to clearly identify the children's next steps in their learning. This is an area for further development. The staff evaluate children's play and activities regularly, they continually monitor their planning of the curriculum, which ensures they maintain their high standards of education.

All children show a strong sense of belonging as they greet each other and staff enthusiastically on arrival. All children separate well and with confidence from parents and all have formed good relationships with adults and their peers. They are eager to learn and they are able to work on their own and as part of a group taking turns and sharing, for example, when playing in the role play area, sand and water trays, when playing with the dough and when collecting wood logs in their wheelbarrows to make a fire. Children participate in all activities, with a good balance between adult-led and child-led activities, allowing children to choose their own activity independently. All children are happy, confident and enjoy all that they do and are completely engaged at all times. Children display a positive self-image and are beginning to develop personal and independence skills, for example, putting their own coats on, pouring their own drinks at snack time, when going to the toilet and when washing hands before snack time.

The children have lots of opportunities in the session to count through daily routines, they use numbers and mathematical language to problem solve, such as more and less, biggest and smallest. They use measuring through seed planting, they group objects together, using weight and size through baking, sand and organising the number of children having milk or water at snack time. The children are confident in counting and use action songs and their fingers to aid them in counting. The children communicate effectively both with each other and staff. There is appropriate questioning to extend children's language and promote their thinking skills. There are tools in place that promote and encourage the children to mark make with various mediums, they have good opportunities to recognise letters through the displays around them and through using their names to self-register. The older children are confident to write their name on their creative work. Children have access to a broad selection of books, which they access at some time during the session. They have good opportunities to enjoy, express and explore their creativity through a variety of media and textures. For example, they mix their own paints, play with coloured gloop, shaving foam and wet and dry pasta.

Children are able to see their works of art as they all have work displayed on the walls, which creates a bright and welcoming environment with well designed displays and designated use of different areas which change according to the time of year. The children paint with enthusiasm, they enjoy collage and printing, for example, cutting and sticking pictures of bedrooms and make patterns in the paint with their hands. The children have opportunities to role play with a selection of props and small world resources. They go on regular outings and visit their local area and occasionally visitors are invited into the preschool to talk with the children.

Children have good opportunities to experience music and dance and they sing and do actions enthusiastically from a good repertoire of songs. The children enjoy making their own musical instruments in the creative area. Children develop their physical skills as they handle and use a range of tools and equipment, such as paintbrushes, pens and pencils, scissors and glue sticks and they receive a broad range of opportunities to improve their large physical skills. Children are interested in the world around them. They are developing a sense of place as they find out about their environment through visits and activities to raise their awareness of the natural world. Computer skills are developing well and children confidently complete simple programmes. They explore and investigate, for example, they talk about how magnets work and look at the

leaves and conkers through the magnifying glasses. They plant bulbs and talk about them and watch the changes as they grow.

Helping children make a positive contribution

The provision is good.

Children are very well behaved because the staff use developmentally appropriate methods of behaviour management for children at different stages of development. For example, children in the preschool are spoken to calmly about their behaviour and given explanations as to why their behaviour is not acceptable. Throughout the preschool, children are offered praise and positive comments and this raises their self-esteem. Staff are excellent role models and are calm and gentle with each other, as well as with the children. Spiritual, moral, social and cultural development is fostered.

Children are valued and free from discrimination. Staff listen to what children say and ask questions about their experiences and interests. All have access to the full range of activities provided and staff ensure these are adapted where necessary to promote inclusion. There are many displays and resources available which reflect positive images of culture, ethnicity, gender and disability. Children learn to respect and enjoy cultures and beliefs through celebrating festivals, such as Chinese New Year, Divali, Christmas, Shrove Tuesday and Easter. They celebrate each other's birthdays and talk about new brothers and sisters. Effective procedures are in place for the care of children with learning difficulties and disabilities. Systems are in place including working fully with parents and outside agencies to ensure children reach their full potential whilst in the preschool.

Partnership with parents is good. They are provided with information about the setting and information on the care and education programme provided. The relationships established with the staff are positive, there is daily contact with the parents, and the use of home-to-school diaries offers both staff and parents the opportunity to discuss and read what their child has done and how they are progressing. There is a good link developed with home to involve parents through the management committee and occasional helpers when needed; regular newsletters ensure that all parents are kept informed of what the preschool and children will be doing. There is a noticeboard where relevant information is displayed; this enables parents to keep up to date and well informed. Parents and children can be part of the preschool library books scheme, where children can take books home from the preschool and read them at their leisure with their parents. There is a parents' suggestion book, and parent questionnaires have been completed periodically. Staff give parents opportunities to be involved in their child's learning at home. For example, parents are made aware of the letter of the week; they are given information regarding the jolly phonics which they use with the children, the topics to be covered, numbers they are concentrating on. However, parents are not always involved in the initial assessment of their children when receiving nursery funding. All policies and procedures can be accessed freely in the entrance and parents are fully informed of who to contact in the event of a complaint. Verbal feedback from parents is extremely positive and they speak highly of the staff and the care and education their children receive.

Organisation

The organisation is satisfactory.

The children feel settled and relaxed in the warm and caring environment. The room is well organised to include continuous provision and, weather permitting, a free flow approach to

continual learning outdoors. Children are able to initiate and extend their own play and learning. Space is laid out to maximise play opportunities for children.

Children benefit from well qualified carers who hold relevant qualifications. The committee and the manager are committed to staff development and believe that the preschool cannot move forward unless staff are up to date with current good practice and developments. The preschool have recently achieved the Quality Assurance award with the local authority. Vetting procedures ensure that all staff with access to children are suitable. Staff are aware of their roles and responsibilities and work extremely well together to promote the smooth running of the preschool. Effective supervision and appraisal sessions are held to monitor staff performance, promote personal development and to recognise strengths within the team. Although a key person system is not in operation, the staff know each individual child well and have established positive relationships with their parents.

Documentation is well organised to maintain the safe and efficient management of setting. Most contain the correct information, however, not all staff's details are maintained on their records and the daily attendance register does not clearly identify the accurate times of children and staff's arrival and departure. This means a regulation has only been partially met. Staff implement policies to enable them to provide good quality childcare. All mandatory policies are in place, shared successfully with staff and included as part of the induction process.

The leadership and management of the education provision is good. Children benefit from a consistent and committed staff and an enthusiastic committee, who are motivated to develop the quality of the preschool for the children. Staff are able to access regular training, and the committee and the manager continue to seek funding for further training. The staff are appropriately qualified and the manager has ensured those who work with the children in receipt of funding for nursery education have sound knowledge of the curriculum to enable them to help all children achieve well. Regular meetings are held both for staff and the committee where information is shared. There are systems in place for the evaluation and monitoring of the care and education provided. This positive approach enables the manager and staff to identify both their strengths and weaknesses and how the group moves forward.

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

Improvements since the last inspection

At the last inspection the preschool was asked to review the child protection statement to ensure it explains the procedure in the event of an allegation being made about staff or others at the group and that relevant contact details were included. The behaviour management policy to include the procedures to be followed in the event of bullying. The group were also asked to review the risk assessment procedure to ensure children were safe when entering the cabin by the ramp.

The provision has reviewed all policies and all include the correct information and details. The written risk assessments which are carried out annually and on a daily basis now include children's safety whilst entering the cabin. Consequently, children's safety and welfare is now further protected.

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 complaint record may contain complaints other than those made to Ofsted.

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The quality and standards of the care are satisfactory. 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):

- further develop children's independent access to fresh drinking water by making it more visible to the children
- ensure an appropriate first aid course that includes training in first aid for infants and young children is completed
- ensure the visitors book is maintained at all times
- further develop younger children's development records clearly in line with the 'Birth to three matters' framework
- ensure all staff details are maintained and that the daily attendance register accurately records the times of children and staff's arrival and departure

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):

- ensure documentation clearly identifies differentiation for all individual children and further develop all assessment records to clearly identify the next steps in children's learning.
- ensure all parents are involved in their child's initial assessment.

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