

# Busy Bees Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348292
<b>Inspection date</b>	03 October 2007
<b>Inspector</b>	Jan Healy

<b>Setting Address</b>	Southwick C of E Primary School, Hollis Way, Southwick, Trowbridge, Wiltshire, BA14 9PH
<b>Telephone number</b>	07880 762 294
<b>E-mail</b>	
<b>Registered person</b>	Busy Bees Pre School
<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 Bees Pre-School was established in 1975 and although it changed premises in 2007, all existing staff remain. It operates from an Elliot building in the grounds of Southwick Primary School, in Southwick village, near Trowbridge in Wiltshire. A maximum of 30 children may attend the pre-school at any one time, of these, no more and six may be aged under two years old. The group opens five days per week during school term times. They open daily between 09.15 and 14.45. There are 46 children aged from two to under five years old on roll. Of these, 30 receive funding for early years education. Children are drawn from the local community and surrounding towns. The pre-school currently supports a number of children with learning disabilities. They employ six staff, three of whom hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children remain healthy whilst in the care of the staff, as precautions are taken to prevent the spread of germs and cross infection. The staff teach the children to wash their hands thoroughly after using the bathroom and before snack. There is foam soap within the children's reach, which they enjoy using, as they watch it expand in their hands. Individual towels are provided for drying, which are disposed of after a single use. The children are encouraged to use tissues for the blowing of their nose and are taught to cover their mouth when coughing. There is always a member of staff on duty who holds a current first aid certificate for the benefit of the children. All accidents are recorded and are shared with the parents, so they are aware of any injury to their child. The staff request written parental permission from the parents for the seeking of emergency medical treatment or advice, to prevent a delay in the children from receiving appropriate care.

The children are taught about healthy eating through a wide range of activities, including baking and experimenting with foods. The children have the advantage of being able to help themselves to a beaker of fresh drinking water whenever they wish, preventing them from becoming dehydrated. The children enjoy their snack and lunch whilst sitting together, making for a sociable occasion, as the children chat to each other about events that are important to them. Lunch boxes are stored in a refrigerator so food remains fresh.

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

The provision is good.

The children and parents are warmly greeted upon arrival, with the parents having the opportunity to speak to a member of staff if required. The group takes place in a mobile classroom, which is bright and airy. The windows contain blinds, so the children are protected from the glare of the sun. The playroom is clean, tidy and remains to a comfortable temperature at all times, so the children play and rest in contentment. Display boards contain a broad range of colourful posters and children's artwork, one of which is specifically fitted at the children's eye level, so they are able to mount their own pictures. However, the outdoor play area requires improvement, as currently it is difficult for the children to take part in physical play during inclement weather.

The staff provide the children with a range of safe and well maintained furniture, equipment and resources, which help to create an accessible environment. There are two child sized toilets, enabling the children to make use of the bathroom without the aid of a booster step, seat or adult supervision. The sinks, soap dispenser and paper towels are fitted to the children's height, contributing in the children's increasing independence. Tables and chairs are age appropriate so they provide comfort and ease of use. There are plenty of toys available, which are fun and stimulating, therefore, the children want to use them and in turn learn from them.

The children are safe whilst in the care of the staff, as they take appropriate precautions to eliminate accidents and injury. A member of staff regularly conducts a risk assessment of the premises, which contributes in the identification of any hazards, which they are then able to exclude. Electrical sockets are covered to avoid injury and any dangerous items, such as knives and medication are kept out of the children's reach. The children have no access to hot liquids, as the staff are aware of the dangers of scalding. Guards surround the heaters and the children

are taught to pick up the toys off the floor after they are finished playing with them, so they do not trip or fall. The outdoor play area is fully enclosed and the staff have an effective system in place for the safe arrival and departure of children.

The staff believe that the welfare, safety and protection of young children are paramount, therefore they recognise the responsibility they have in following the procedure in the identification of a concern. They know the children in their care very well and are quickly able to establish a significant change in their appearance or behaviour and request the parents for an explanation for an existing injury.

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

The provision is good.

The staff are friendly and approachable, making for a calm and serene atmosphere, where the children are sensitively cared for. Noise is kept to a minimum, enabling the quieter and younger children the opportunity to join in with their older peers with confidence. Reassurance is given to the younger children when they are attempting a new skill and they are appropriately praised. The children thoroughly enjoy their day at the provision, wanting to stay after the session has ended.

### **Nursery Education**

The quality of teaching and learning is good. The teaching meets all the needs of the children in the provision, as the staff are committed in providing a warm and caring environment where the children achieve success. The staff are active in becoming familiar with the Foundation Stage of learning and plan a suitable range of activities, which are stimulating and interesting. Therefore, the children want to join in and build on what they already know, furthering their development. Activities are adapted for the children who have a learning difficulty and for the children who learn at different rates, so all the children are included in all the play opportunities provided. The staff observe the children during play, using this knowledge to monitor their progress and to plan for further learning. The children are encouraged to think for themselves and to demonstrate what they know and understand during 'show and tell'.

The children are developing strong knowledge in their personal, social and emotional development. They have an awareness of their own needs, such as requiring the bathroom, which they do so independently. They comfort each other when upset and listen carefully to what each other has to say, without interrupting. They are making effective progress in their communication, language and literacy, having the opportunity to speak in a group and to listen to a broad range of stories, responding to the pictures and texts. However, they have little experience of witnessing the use of props during story, which furthers the fun of story time and helps to extend their concentration span. Successful progress is being made in the children's mathematical development, as they join in with number rhymes and songs and count how many children are in the group during register. They are learning to recognise numerals and are able to use language, for instance, 'more than' and 'less than' when playing in the home corner. The children are making extensive progress in their knowledge and understanding of the world, as they have frequent opportunities to build and construct models of their choice, using recyclable material. They listen with enjoyment to music and play Indian bells, tambourines and drums. The children are learning to recognise that substances can change their form, for example, ice melts when warm. They are able to recognise that different shops sell different items, and most are able to articulate, for example, the difference between a newsagent and chemist. Good progress is being made in the children's creative development, as they explore

colour and how two colours change when mixed with a third. The children are learning their shapes and which shapes tessellate. The children enjoy dressing up in various costumes and pretend to be characters of their choice. One child particularly enjoys pretending to be a teacher and takes the register, calling the children's names clearly. The children are developing their physical skills through the use of accessing pencils, which they are learning to hold correctly and to cut with scissors. They have access to a fully enclosed outdoor play area, where they practise throwing and catching a ball with increasing accuracy. They are beginning to notice the changes that happen to their bodies when they become hot after exercise and the importance of keeping themselves healthy, by eating a nutritious diet during snack.

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

The provision is good.

Spiritual, moral, social and cultural development is fostered. The children are very happy whilst in the care of the staff, who show great respect for their stage of development. The staff speak kindly to the children who reciprocate this behaviour, making for a very pleasant atmosphere. The children have the advantage of using resources, which reflect positive images of diversity, such as crockery in the home corner, pictures in books and images in posters. This helps the children to learn that there are similarities and differences, and although everyone is different, they are all just as important.

The staff have a secure knowledge of the individual needs of the children in their care, as they work closely with the parents, seeking relevant information about any help or support the children may require. This then enables the staff to plan a sufficient range of activities, which allow all the children to take part, with play opportunities being adapted if necessary. The staff observe the children carefully, so parents are kept up to date about any progress being made or about any further concerns noted.

The staff practise positive behaviour management strategies, which the children eagerly respond to, as they have the benefit of consistent care and boundaries. The children are aware of the expectations of the staff, which provide them with a secure environment, where their learning and development is promoted. Reassurance is given to the children, which contributes to their feelings of being valued and being an important member of the group. Inappropriate behaviour is dealt with sensitively, with their age and level of understanding taken into consideration, so they learn why the behaviour is unwanted, rather than just being reprimanded.

Partnership with parents is good, with the staff and parents sharing a trusting and supportive relationship. They are made welcome upon arrival and are given the opportunity to join their children during the session on a rota basis. This helps to further the parents' understanding about the educational programme their children are following. The parents are kept well informed about the progress and about the achievements their children are making, as the staff organise opportunities for the parents to speak to the staff and to examine their children's records. The parents' views and opinions are requested, which are taken into consideration when writing policies and statements, all of which are clearly displayed. The staff ensure the parents are kept up to date about the procedure to follow in the event of wishing to raise a concern.

## **Organisation**

The organisation is good.

Leadership and management are good. The leader creates an effective and improving provision where the children are safe, are enhancing their confidence and self esteem and are making effective progress in their learning. She has a clear vision of the quality of care and education she wishes the children to receive, and is committed to sharing strong relationships with her staff and parents. The staff are encouraged to further their knowledge and understanding about how young children learn, through the attendance of a wide range of training opportunities. Upon returning to the provision after the completion of a course, the staff share the teaching strategies learned with each other, for the continual development of the group. The staff monitor the progress the children are making, keeping the parents up to date with the achievements being made. They are aware of the children who have a learning difficulty and put into place successful methods to aid their progression.

The setting meets the needs of the range of children for whom it provides. The staff have precise knowledge of the National Standards and the ability to meet them. They provide the children with warm and consistent care and keep a record of the times the children arrive and depart, so they are accounted for in an emergency. Good use is made of space and consideration is given to the purchasing of quality resources that support the children's learning. All records are readily available for inspection, which are stored confidentially, to protect the children's personal details.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

Since registration, 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):

- develop the outdoor play area to provide the children with opportunities to further their physical development

### **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):

- develop story time to include the use of props, such as puppets and story sacs

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)