

Busy Bodies Pre School

Inspection report for early years provision

Unique Reference Number	EY242934
Inspection date	08 February 2008
Inspector	Jan Healy
Setting Address	Gwinear Village Hall, Gwinear, Hayle, Cornwall, TR27 5LA
Telephone number	07763420521
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Registered person	The Trustees of Busy Bodies 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?

Busy Bodies Pre-School is a committee run group. It opened in 1986 and operates from a large hall, with use of toilet and kitchen facilities, in Gwinear village hall. It is situated in Gwinear, near Hayle in Cornwall. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.15 until 11.45 during term times only.

There are currently 23 children from two to five years on roll. Of these 13 children receive funding for nursery education. Children come from the local and surrounding areas.

The committee employ four staff. Over half the staff members hold an early years qualification. One member of staff is currently working towards qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The staff help to keep the children free from cross infection and from the spread of illness, by keeping the playroom and bathroom facilities clean and tidy. The children are taught about the importance of personal hygiene, through the thorough washing of their hands before snack and after using the bathroom. Paper tissues are readily available, with the staff reminding the children to dispose of them with care. Clothing is protected during messy play, with the provision of aprons. A clear medication policy is in place, which the parents are made aware of, to protect the children's good health. All accidents are recorded, so the parents are aware of any injury to their child. The staff request the parents for their written permission for the seeking of emergency medical advice or treatment. This helps to prevent a delay in the children from receiving appropriate medical attention.

The children enjoy their snack whilst sat together, making for a sociable occasion, when the children chat to each other about events that are important to them. They have the provision of a healthy and nutritious snack, for instance, fresh fruit, including bananas, grapes, apples and oranges. They frequently help to prepare the snack, for example, making sandwiches. The staff care for children who have a food allergy or intolerance and protect their good health by preventing the swapping of food.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The playroom is bright with the use of strip lights. There are blinds on the windows, which help to protect the children's eyes from direct sunlight, so they play in comfort, with the cords being out of the children's reach for their safety. The staff keep the playroom to a warm temperature during the colder months and are able to open windows during the summer, to keep the children playing happily. Two adult sized toilets and sinks are available for the children. There is the provision of a booster step and seat for the toilet situated within the playroom, to allow the children to make use of the bathroom without adult supervision. The outdoor play area, however, does not attract the children's interest or curiosity.

The children have the advantage of sitting comfortably on child sized chairs and play at child sized tables. This enables independence, as they are able to easily access the resources set up by the staff before the children's arrival. The staff provide equipment, for instance, a booster step and seat, so the children make use of the bathroom without having to request adult assistance. All furniture and equipment are checked for any safety hazards, before the children's use.

The staff take appropriate precautions to ensure the children in their care remain safe at all times. The staff check both indoors and outdoors for any potential risks, which they remove before the children's attendance. An effective arrival and departure system is in place with details being retained of the suitable adults who are to collect the children at the end of the session. Security equipment prevents the access of unwanted visitors. Hazardous substances are stored out of the children's reach and the children have access to the kitchen under adult supervision only. Smoke alarms are checked regularly and fire exits remain clear at all times. The children take part in regular fire drills, so they become familiar with the necessity to leave the premises swiftly in the event of an emergency.

The staff have good knowledge and understanding about child protection issues, so they are able to protect the children's good health and welfare. They are fully aware of the procedure to follow in the event of a concern being noted and the appropriate authorities to notify. Written details are retained and remain confidential, being shared on a need to know basis, to protect the children's personal details. The staff work closely with the families, providing a supportive and non-judgemental provision.

Helping children achieve well and enjoy what they do

The provision is good.

The children and staff share a positive and friendly relationship, therefore, the children grow and develop independently, in a warm and secure environment. They are given reassurance when participating in an activity that is new to them and appropriate praise when displaying desirable behaviour. The children have the advantage of playing with a broad range of resources, which meet their needs, as they are age appropriate and provide challenge. Careful planning ensures the younger children are making consistent progress.

Nursery Education

The quality of teaching and learning is good, as it meets the needs of all the children in the setting. The staff plan a wide range of learning opportunities, which build on what the children already know. Therefore, the play is of interest to them, so they want to participate, which they do so with eagerness and excitement. The teaching has a positive effect on the way the children respond to their learning, as they have the opportunity to play independently and to engage in activities which absorb their interest. Regular opportunities are taken to assess the children's stage of development, so planning identifies their next step of learning. The staff challenge the children, for example, they are encouraged to talk about and to demonstrate what they know and understand. This they are proud to do, evident by their confidence and positive body language.

The children are making strong progress in their communication, language and literacy. A self registration process is in place, with the children finding their name written on card and placing it on a board to clarify that they are in attendance. The children are enticed to make marks on paper, with the provision of an interesting writing area, which contains pencils, pens and a wide range of different colour and size of paper. A table, specifically for chalking, challenges the children to attempt to write their name and to draw pictures. The children enjoy a wide range of spelling jigsaws, which they take pride in completing.

Good progress is being made in the children's mathematical skills. The children show an interest in numbers and counting and enjoy singing number rhymes and songs. They have the advantage of seeing numbers as labels in the playroom and to explore and handle numbers within their play. The children are encouraged to solve mathematical problems, for example, when there are not enough cups for snack for the amount of children, the staff request the children's help in resolving such a dilemma. The children are learning to recognise and to name a variety of shapes and patterns.

The children are making effective progress in their knowledge and understanding of the world. They take trips around their local community, where they increasingly become observant about the trees, roads and bridle paths. They go into the woods where they learn about the importance of fire for heat and toast marshmallows, making marks with the sticks they have used on the bark of trees. They are adept at the use of a computer, aiding their understanding of modern

technology. However, there are few positive images of diversity that the children can easily see within the playroom.

Successful progress is being made in the children's creative development, as they are allowed to express their creative freedom. The children paint, mixing colours together to achieve the shade they desire. They feel the various textures of materials, describing how they feel, for example, sand, shells and wood. They use their imagination when dancing and moving to music. They play simple musical instruments, listening to the changing sounds they can hear.

The children are making efficient progress in their physical development. The children are learning to handle tools with ease, including paint brushes and glue sticks. They use scissors with increasing accuracy and can manipulate play dough, making models of their choice. They are able to interlock jigsaws and to couple trains. In the outdoor play area, the children climb and ride wheeled toys, whilst learning to avoid bumping into each other. The children take part in a sports day, when they participate in a wide range of games, including racing with hoops.

Good progress is being made in the children's personal, social and emotional development. The children arrive happily and are interested in the activities available. They confidently try new experiences, such as when taken to the woods and looking closely at the insects they find. They sit quietly when appropriate, for instance, during register or when the staff are reading them a story. They are learning to take their turn and to agree certain codes of behaviour, for the happiness of all.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. The children are cared for in an anti-discriminatory environment, where they are valued and they learn about justice through play. Both the girls and the boys have equal access to all the resources available. The staff are careful about the language they use, to avoid stereotyping. Information about the children's heritage, culture and first language is sought from the parents, which provides the staff with an in-depth understanding of their individual needs.

The children behave very well, as they have the advantage of engaging in age appropriate and suitable activities, which are challenging, including matching games, which extend their thinking. The staff are able to manage a wide range of behaviour, which they do so calmly and consistently, as they practise positive behaviour management strategies. The children are learning that their behaviour has an effect on the other children in the group and they are encouraged to think about their actions. Parents are kept informed in the event of unwanted behaviour being witnessed, so a solution can be found to resolve the problem.

The staff have very strong knowledge with regard to the identification of a learning difficulty or disability. They work closely with the parents to ensure both parties are proactive in taking productive steps to promote the children's welfare and development. They work with outside agencies, welcoming them into the setting, so the children can be formally assessed. They are then able to receive professional advice, for example, from an educational psychologist or special educational needs coordinator. The staff then plan specific activities for the children, which aid their further progression.

The staff ease the transition from home to the setting, by encouraging the parents and children to visit before attendance formally begins. They find out about the children's home life, which

are used as starting points in the planning of their care and learning. The parents are made to feel welcome upon arrival and have the opportunity to act as volunteer if they wish to do so. Parents are able to share their expertise, for example, to discuss with the children about their profession, such as nursing.

Partnership with parents is good. The staff seek the parents' views about the children's learning at home, so they are able to continue this, as planning is then written to extend their learning. They help the parents to understand the Foundation Stage, so they become familiar with the importance of the six areas of learning. Home links are in place, so the parents are able to aid the children's progression at home. The staff provide the parents with on-going and relevant information about the children's progress and about any concerns noted, so effective planning can be put into place to further their development. Policies are clearly visible for parents perusal and both formal and informal channels of communication keep the parents up to date about the provision.

Organisation

The organisation is good.

Leadership and management are good. The person in charge is happy and enthusiastic and clearly enjoys her role, which has a positive impact on the children, as they absorb the harmonious atmosphere. This encourages the children to settle quickly and to further their learning each visit they make. The quality of care and education is monitored, as the person in charge has a clear vision of the high standards she wishes to maintain. Therefore, she employs suitable and dedicated staff, who are an asset to the group. The person in charge regularly assesses the provisions strengths and weaknesses, reviewing what improvements can be made without delay. She gathers feedback from the parents, acting upon their views and opinions, as she values their contribution.

The setting meets the needs of the range of children for whom it provides. Records are easily accessible for inspection, so historical checks can be made. The children's records are stored confidentially and are shared with the parents, so they are kept up to date about the progress or about any concerns noted. Policies and statements are regularly updated to account for any changes. A register of attendance contains the details about the children's arrival and departure time, so they are accounted for in an emergency. All records are retained for a reasonable period of time and Ofsted is kept informed about any significant changes or events. The children are supervised at all times as there is a high adult:child ratio. Continuing training is organised in order to maintain an appropriate skill level within the staff group.

Improvements since the last inspection

At the previous inspection, the staff were requested to improve the hand washing facilities, to help prevent the spread of cross infection. The children now have the use of individual paper towels and liquid soap, which they use with confidence. The staff were also requested to improve their knowledge and understanding of child protection issues. The staff have since completed suitable training, to help ensure the children's welfare and happiness. The staff have also extended their observational records, which helps to identify the learning intentions, which they link to future planning. This enables the children to make progress as they are sufficiently challenged.

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

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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 attract the children's interest and curiosity

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 the children's understanding of diversity within the playroom, providing images that can be easily seen

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