

Busy Bees Pre-school Playgroup

Inspection report for early years provision

Unique Reference Number	221727
Inspection date	20 May 2008
Inspector	Emma Bright
Setting Address	Grange Lane, Littleport, Ely, Cambridgeshire, CB6 1HW
Telephone number	07999 867 865
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Registered person	The Trustees of Busy Bees Pre-school Playgroup
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 satisfactory.

WHAT SORT OF SETTING IS IT?

The Busy Bees Pre-School Playgroup was registered in 1992. It operates from a mobile building which is situated in the grounds of Millfield Primary School in Littleport, Cambridgeshire. There is an enclosed outdoor play area. A maximum of 24 children may attend at any one time. The playgroup is open each weekday in term time from 08.45 to 11.15 and from 12.15 to 14.45.

There are currently 47 children on roll aged from two under five years, of these 37 receive funding for early education. Children come from the surrounding area and attend for a variety of sessions. The playgroup supports children who have learning difficulties and/or disabilities.

The playgroup employs four staff, all of whom have appropriate early years qualifications. The playgroup is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn about healthy eating because practitioners have a sound understanding of childhood nutrition. They help themselves to a selection of healthy snacks, enthusiastically tucking in to fruit and pieces of cheese. Children's individual dietary needs are met as clear information is gathered from parents about allergies or special dietary requirements and this ensures children can eat safely. All practitioners hold current first aid certificates so that they know what to do in the event of an accident or emergency. If the children become unwell or have an accident whilst they are in the care of the playgroup, individual records are in place to make sure that the appropriate care is given. However, practitioners do not consistently ensure all children are adequately covered up during outdoor play, which means they are not suitably protected from the sun.

Children learn about personal hygiene through regular routines such as washing their hands after using the toilet. However, the hand washing arrangements mean that children cannot clean their hands effectively and this potentially affects their health. Practitioners act as good role models, wiping down surfaces before serving food and after children have eaten to help children to stay healthy. Children learn about leading a healthy lifestyle through practical experiences; they run around and exert themselves outdoors, which helps them to learn the importance of regular fresh air and exercise. Children develop good physical coordination as they pedal their tricycles and speed along in their cars. This helps them to develop good muscle control, feel relaxed and develop a sense of overall well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely indoors, accessing equipment and they seek out resources to support and develop their own play, announcing 'we know where to find them'. Emphasis is given to making sure that the environment is warm and welcoming; children's pictures and work decorates the walls and this contributes to their sense of belonging. Resources have been carefully selected to support children's play. They are cleaned and checked regularly to ensure that they remain safe and in good condition. Thorough safety policies and procedures are clearly implemented by staff to ensure children's safety.

Children's welfare is fully safeguarded; they are well protected and kept safe from harm as all practitioners have a good understanding of their role in child protection. They regularly access training to ensure their knowledge is up to date and in line with local procedures. Parents are well informed about the setting's responsibilities through a clear and detailed policy, which is included in the parents' prospectus. Children's safety is enhanced by thorough security procedures to restrict access to the setting and prevent them from leaving the premises unaccompanied; practitioners are particularly vigilant in their supervision of children to ensure their safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the playgroup; they enjoy warm and affectionate relationships with practitioners which develops their confidence and a sense of security. The homely atmosphere

means that children separate happily from their parents and carers and settle into their activities on arrival. Children play happily together and are developing positive relationships with one another and this contributes to their sense of belonging. They are involved and interested in the good range of activities and resources on offer, which they access to develop their own play. Children confidently offer their comments and ideas, which practitioners treat with respect and this develops their self-esteem.

Nursery Education.

The quality of teaching and learning is satisfactory. Practitioners have some experience and knowledge of the Foundation Stage. However, this knowledge is not yet sufficiently developed to ensure the quality and consistency of teaching and this affects children's learning. Practitioners plan a range of activities over a period of time so that children access a varied range of learning opportunities. Key workers monitor children's progress towards the early learning goals and use the stepping stones to inform children's assessment records and track their development. However, some daily routines and activities do not always ensure that children are consistently challenged to enhance their independent learning.

Children express their imagination in role play as they use their imagination, dressing up in a variety of costumes and set off on a 'picnic'; others build a 'bus' and set off to the 'jungle' on a 'bug hunt'. Children are enthusiastic and interested in what they do in when activities encourage them to use their imagination and initiative. For example, they select junk materials to create bug pictures which they proudly display. Children speak confidently in groups, sharing their knowledge with others and talking about what they know. For example, they explain that there is no sun because 'it's gone under a cloud'. They decide it might rain and that 'if you have no hood and no umbrella you'll get wet and then you'll need a towel'. Children's early writing skills are developing as they use marks to represent their ideas. They understand that print carries meaning and they enjoy listening and taking an active part in well-read stories.

Children demonstrate a sound understanding of numbers, counting and calculation. They readily use numbers in their play and competently count out six grapes for snack. Children use mathematical language to describe shape and size as they talk about who is the biggest and they competently label simple shapes. Children's independence skills are developing well. They concentrate and persevere in tasks that stimulate them and demonstrate pride in their achievements. Children's behaviour is good and they are developing good turn-taking skills as they negotiate for popular resources. They are developing good listening skills as they competently follow simple instructions to carry out small tasks. However, some activities lack challenge for older and more able children who are ready to move on to the next stage in their learning.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Their behaviour is good and they are learning to work together co-operatively. Practitioners act as good role models, using positive language to reinforce the rules of the setting; they make use of sand timers to help children share and take turns. Children access a suitable range of resources that promote a positive view of the wider world and this helps them to understand about their differences and similarities. The setting has established good links with the school and this helps to develop children's sense of belonging.

Children benefit from good settling-in procedures that are based around their individual needs which helps to support children in the transition between home and the setting. Parents receive information about the setting so they know about activities and events, and have daily opportunities to discuss their child with practitioners. All required documentation is in place to share information with parents and carers so that they know about the setting's policies and procedures. Appropriate systems are in place to welcome children with learning difficulties and/or disabilities. Practitioners work with parents, carers and other agencies to support the children's needs, which ensure that they are included within the setting.

The partnership with parents and carers of children in receipt of early education is satisfactory. Practitioners meet regularly with parents to discuss their child's progress and they receive information about playgroup activities. However, parents have fewer opportunities to support their child's learning at home. This means children do not benefit from the sharing of activities with their parents that further enhance their learning.

Organisation

The organisation is good.

Children benefit from a welcoming and attractive environment that enables them to enjoy and achieve during their time at the playgroup. Practitioners work well together as a team, and demonstrate enthusiasm for creating a learning environment that stimulates and interests all children. Policies, records and procedures are in place and stored securely with the appropriate regard for confidentiality.

Sound recruitment procedures ensure that practitioners are vetted, which ensures children are protected. All practitioners hold appropriate qualifications and children benefit from their sound knowledge and understanding of how children learn. The practitioners' ongoing commitment to further training and regular meetings enables them to work effectively as a team.

The leadership and management of children in receipt of funding for early education is satisfactory. The new Lead Practitioner is committed to improvement to ensure that all children have access to good quality learning experiences and has begun to identify areas for improvement. Practitioners demonstrate a real commitment to continuously developing the setting's practice. However, there is no system in place to monitor and evaluate the provision, which means the impact of the teaching on the children's learning is not effectively assessed. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the quality of care was judged as inadequate. The setting needed to ensure all persons providing day care submit to checks and demonstrate their suitability by acquiring the necessary knowledge and ensure Ofsted is informed of any changes. Children's welfare and safety has been improved because all persons submit to the vetting procedure and they are clear about the National Standards. Ofsted have been informed of any changes or events. This assures children's welfare and safety.

At the last nursery education inspection the provider agreed to improve opportunities for the children to be independent and to develop systems for parents to be involved in their child's learning. Children have some opportunities to develop their independence and parents are beginning to contribute to their child's assessment record. However, both recommendations have not yet been effectively addressed and this is reflected in this report.

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 satisfactory.

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):

- improve hand washing arrangements
- ensure children are adequately protected from the sun.

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):

- continue to develop practitioners knowledge and understanding of the Foundation Stage to improve the quality and consistency of teaching and children's learning
- develop activities and everyday routines to ensure that children are consistently challenged to enhance their independent learning (this also applies to care)
- develop further opportunities for parents to be involved in their child's learning
- develop systems for monitoring and evaluating the provision for early education to ensure that children benefit from a rich learning environment and that older and more able children are consistently challenged.

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