

Busy Bees Pre-School

Inspection report for early years provision

Unique reference number EY281439
Inspection date 14/10/2008
Inspector Clare Moore

Setting address St. Annes Community Centre, Warrys Close, Hythe,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Busy Bees Pre-School registered in 2004 at the current premises. It is located in the Hythe area of Southampton. The pre-school is run by a voluntary management committee and serves the local community. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

It operates from a room in a church hall, with an enclosed outdoor play area. A maximum of 18 children may attend the setting at any one time. The pre-school operates Monday to Friday from 09:30 - 12:00 during term times. There are currently 15 children aged from two to under five years on roll. Of these, eight children receive funding for nursery education. The pre-school supports a small number of children with learning difficulties and/or disabilities and welcomes children who speak English as an additional language. There are three staff employed to work with the children. They all hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Busy Bees Pre-school offers a warm welcome to all children. The in-depth knowledge of children's individual needs ensures that children enjoy their learning and make progress. It provides a broad, stimulating programme of activities and covers all the areas of learning. However it is not yet effective in liaising together with other settings to ensure cohesion and continuity. The Pre-school works with other professionals and is currently engaged in using their support to make improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop working in partnership with other provisions that children attend to ensure continuity and coherence
- develop and update children's individual records to include their achievements and set targets for the next steps of learning
- develop working in partnership with parents to actively involve them in their children's learning
- develop and implement systems to support staff and plan their development on a regular basis
- develop the systems for identifying strengths and areas for improvement to strengthen the quality of care and education

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are protected. Clear systems are in place to check staff for suitability but at the present time there is not an appraisal or support programme in place.

There have been some recent periods of uncertainty in the setting which has led to a lack of consistent leadership but this has now been resolved and the setting is working together with the local authority and the pre-school learning alliance to develop documented self-evaluation and set targets for improvement. Recommendations made at the last inspection have been addressed and risk assessments, children's independence and the organisation of snack time have been developed to promote children's welfare. The staff team are fully committed to developing their skills. They attend training courses such as first aid, safeguarding and welfare to update their knowledge and practice. The voluntary committee works closely together with the managers to ensure everyone is involved in the running of the pre-school and all aspects of management are covered.

The pre-school shares information regularly with parents, for example, through newsletters, parent information pack, posters in the reception area and informal discussion. However, at present parents are not often encouraged or given ideas to help them to be involved in their children's learning. In situations where children attend other settings information is not currently shared to promote continuity.

The quality and standards of the early years provision

Children are happy and settled. They are provided with a wide variety of well presented activities which helps them to make progress across all the areas of learning and development. All the staff are involved in the planning which is flexible and adapts to allow children to follow their interests. Practitioners find out about children's starting points through discussions with parents and careful observations. They know the children very well which enables them to set appropriate challenges and offer help where it is needed. However, children's individual records do not at present reflect an accurate picture of where children are in their development and learning.

Children are enthusiastic and become engrossed as they paint the 'volcano' they have made using copious amounts of paint. They mix and explore how the colours change and apply the paint with gusto. They are very well supported by practitioners who encourage them to find out about shape as they mould the play-dough and make patterns in the shaving foam. They develop their vocabulary as they listen and talk, and use mobile phones in role play to call the emergency services to help out with an imaginary situation. They demonstrate their independence as they wash and dry their hands, spread butter on their bread and clear their plates away after they have finished their snack. They make choices about what they do as they are all able to access toys and resources easily. They consider counting and problem solving as they think about how many strawberries they need in their play, how many they have already and how many more to make up the numbers. They use tools and equipment skilfully, for example, a hole punch, sticky tape dispenser and scissors. They also manage the difficult task of operating the shaving foam to produce blobs or lines. Healthy eating is promoted through offering healthy drinks and food at snack time, and also through sharing displays and discussions with staff.

Children learn about how to keep themselves safe as practitioners raise their awareness through reminders, for example, when using a chair to sit with all four legs on the ground. They also use a puppet to demonstrate examples of behaviour that may be risky and ask children's views about what would be the best way to manage a situation. This helps children to think and talk about safe ways of using equipment and how to negotiate. Staff carry out regular recorded risk assessments and supervise the children at all times. They use the outdoor area on most days in all weathers and children have protective suits to wear to keep them warm and dry. This enables children to practise balancing, climbing, running and jumping which helps them to stay fit and healthy.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.