

Little Bees Pre-School

Inspection report for early years provision

Unique reference number	EY273807
Inspection date	03/12/2008
Inspector	Susan Linda Capon

Setting address	All Saints Church, Bark Hart Road, Orpington, Kent, BR6 0QD
Telephone number	07710 862 272
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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.

Description of the setting

Little Bees pre-school was re-registered to a new provider in 2004. The pre-school group is situated in the Orpington area of the London Borough of Bromley. The group operate from local church premises using a large hall and two playrooms with associated toilets and kitchen. There is a secure outdoor play area.

Little Bees pre-school is registered to care for 40 children between two and five years of age. There are currently 52 children on roll in the early years age group. The children and families mainly come from the local community. Children attend for a variety of sessions. The pre-school supports children with learning difficulties and/or disabilities and those having English as an additional language.

A team of 11 staff, including the provider, care for the children. Of these staff, four hold a relevant childcare qualification. A minimum of eight staff work with the children on a day-day basis.

The pre-school is open between 09:15am and 12:15pm from Monday to Friday during term-time only.

The pre-school is registered on the Early Years Register. They are supported by the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The pre-school staff work well as a team, providing a warm, welcoming, interesting and stimulating environment on a daily basis, keeping all the children busy and occupied, during the entire session. Inclusive practice is promoted well as all children are included in all activities at a level to suit their individual needs. Staff undertake good, daily risk assessments, ensuring all the toys, activities, equipment and premises used by the children are clean, suitable and safe. The provider is able to evaluate her provision well and she is currently developing more opportunities for all staff and parents to add their own suggestions and ideas for improving the quality of the provision provided. All the staff continue to work closely with the parents, enabling them to be fully involved in their child's personal development and progress.

What steps need to be taken to improve provision further?

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

- continue to develop the records for children's individual progress and development ensuring all children can progress suitably through the early learning goals and reach their individual potential.
- extend the evaluation of activities provided in the setting to ensure they met the individual needs of all the children participating.
- continue to develop the self-evaluation of the setting, incorporating the views

of all staff members and the children's parents.

The leadership and management of the early years provision

The provider ensures her well-written policies and procedures, underpinning the group's ethos and day to day running, are fully implemented by all staff at all times. Staff continue to develop their childcare skills as they undertake regular training opportunities whenever possible. Some staff have completed their NVQ3 since the last inspection. The consistent, dedicated staff team continue to work hard together to ensure children receive good quality care each session. All the children are well safeguarded through the rigorous employment checks. Good induction procedures for new staff, students and parent volunteers ensure everyone is fully aware of their personal role and responsibilities within the setting. No un-vetted persons are ever left alone with the children, ensuring their safety at all times.

The pre-school staff work hard to develop their day to day practices. They have made improvements in all areas recommended at the previous inspection. The pre-school staff are continuing to develop their procedures for evaluating the provision it offers to parents and children. The staff are continuing to develop their evaluation of the programme of activities, enabling them to build on what they do well and consider areas for future improvement. The provider is keen to bring her plans to develop the outside play space to fruition shortly, enabling children to use this area more frequently in the future. Good risk assessments are carried out for daily activities and special outings. Ongoing risk assessments ensure all staff continue to review the premises, toys, equipment and activities, keeping the children safe and secure at all times. Staff use good strategies throughout the setting to support children with disabilities and English as an additional language well. For example, staff learn simple words from a child's home language. All staff liaise well with other professionals, parents and other provisions children attend to ensure continuity of care. Staff working closely with children with learning difficulties develop their knowledge and understanding of specific areas, enabling them to encourage personal development and progression for the child. For example, attending a 'Managing Challenging Behaviour for Children with Special Needs', enabling them to approach specific situations more confidently.

The pre-school team continue to develop good relationships with all parents. They operate an open door policy, enabling parents to speak to staff, during each session if required. Parents find the staff welcoming, friendly and approachable. This in turn makes them and their children feel comfortable and part of the group. The provider provides an email address, enabling working parents to contact her out of opening hours. Parents say their children enjoy attending the setting and they have made good progress and development, during their time at the pre-school. Information is readily available through the parent notice board, regular newsletters and policies and procedures. Parents are aware of the complaints procedure should they ever need to use this.

The quality and standards of the early years provision

The staff team plan a balanced curriculum each week, ensuring toys and equipment are regularly rotated to maintain an interesting and stimulating environment. Children eagerly enter the setting as they are keen to explore the activities for the day. Staff warmly greet all parents and children on arrival, making them feel welcome and valued.

The children's safety is paramount to the staff. A high adult to child ratio each day enables every child to receive some individual attention each session. This in turn helps children to develop a good relationship with all staff members. Staff monitor the arrival and departure times closely, ensuring children are unable to leave unnoticed.

Children are developing a good understanding of the importance of being healthy. Staff encourage parents to provide healthy food for the mid-morning snack and offer milk and water to drink. Children know fresh fruit is good for them as staff incorporate healthy eating activities into the curriculum. Older children are developing good independence skills as they eagerly pour their own drinks. Visits from the dental hygienist develops their awareness of the importance of looking after their teeth properly. The children enjoy a range of physical play on a daily basis, including learning simple yoga, developing their balancing skills as they use the apparatus and dancing to music.

The staff team are conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into their daily routine. Staff formulate their planning using long, medium and short term plans, including the needs of each child attending. Evaluation of activities is not always undertaken, preventing staff from checking they have met their objectives for children's individual progress and development. Individual play plans for each child incorporates information from parents, regarding their specific likes and interests. Staff ensure the programme is flexible and incorporates a balance of adult-led and free-choice activities each session, covering all areas of the curriculum equally. Key workers are developing their observation and planning skills as they gather information on every child, tracking their ongoing progress and development.

All the children are making good progress towards the early learning goals. They are able to participate at all activities at a level to suit their individual needs, helping them to gain confidence and self-esteem as they develop their skills. For example, younger children explore the glue at the collage activity while older children make their own picture from the items freely available.

The children are keen to learn and try new things. They enjoy talking to one another and the staff about what they have done at home. For example, they discuss using the swimming pool on holiday. They excitedly explore the sand, using a range of textured tools and feel the ice in the polar bear home. Shaving foam is a big hit and coloured water blocks enable children to explore colour changes safely. Boys play imaginatively in the home corner, cooking flat bread, while girls create their own models from a wide variety of construction materials

readily available. Simple finger games enable everyone to develop good counting, addition and subtraction skills and glove puppets encourage the children to listen carefully when learning about keeping themselves safe when shopping with mummy. Children paint creatively and enjoy telling staff about their picture. For example, a child clearly explained her Christmas tree painting, telling staff her tree at home was still in the attic. The children enjoy regular opportunities to develop their knowledge of other people and the world about them through visiting the local library and meeting the fire fighters when they visit the pre-school. Dressing up is a huge favourite with all the children as they pretend to be builders, princesses or people from another country as they try on different cultural costumes. Children are developing good pencil skills as many can write their own name, using recognisable letters and some can caption their pictures with staff support. All the children know the rules of the group and minimal behaviour management is required during the session. They share the toys and equipment well and know they should be kind to one another. Staff calmly remind children not to run in the room when they get over excited as they play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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 registration.

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.