

Busy Fingers Pre-School

Inspection report for early years provision

Unique reference number	221725
Inspection date	08/10/2008
Inspector	Martyn Skinner

Setting address	Main Street, Little Downham, Ely, Cambridgeshire, CB6 2ST
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Telephone number	01353 698 633
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Type of setting	Childcare on non-domestic premises
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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).

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 Fingers Pre-School was established in 1995 and is managed by a voluntary management committee, made up of parents of children attending the setting. It is registered on the Early Years Register and both parts of the Childcare Register. It operates from a purpose-built building, within the grounds of Downham Feoffees Primary School. It is situated in the village of Little Downham, close to Ely. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open five days a week during school term times. Sessions are from 0900 to 1145 and 1300 to 1500, Monday to Friday. All children have access to an enclosed outdoor play area. The premises are safe and secure, with all reasonable measures taken to prevent unauthorised access. There are currently 60 children aged from three to under five years on roll. Of these, 30 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a small number of children with learning difficulties and/or disabilities.

The pre-school employs nine staff. Of these, five hold NVQ Level 3 qualifications. The manager of the pre-school is an NVQ Assessor.

Overall effectiveness of the early years provision

Busy Fingers Pre-School makes outstanding provision for the children in its care. The manager provides inspirational leadership to ensure that children are extremely well cared for and make significant gains in their learning. The learning environment is exceptionally well organised to promote great enjoyment and depth of exploration. Children are encouraged to pursue their own learning journeys. Staff enjoy excellent relationships with all children in the setting and are very effectively deployed to provide the support the children need to make excellent progress. The pre-school is extremely effective in its approach to working in partnership with parents, other settings and external agencies such as local authority support services. Given the clear vision of the manager and the very high levels of staff competence, capacity for further improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- build on the already strong liaison with parents by providing more detailed information on the Early Years Foundation Stage (EYFS) to help parents support their children.

The leadership and management of the early years provision

The manager has exceptionally high aspirations for the children in her care. She has established robust systems to ensure an extremely high level of care and

excellent progress across the six areas of learning. New challenges are embraced and the views of staff, parents and children are sought to ensure an accurate picture of current provision. As a result of this ongoing consultation, the manager is very well aware of the strengths in provision and sets goals directly linked to areas for further improvement. She has a very clear understanding of how well children achieve and she demonstrates a strong commitment to improving provision for them.

All required safeguarding procedures are in place and issues of welfare and security are taken very seriously. An example of this high level of commitment is seen in the fact that all staff are qualified in paediatric first aid. Risk assessments are carried out regularly and the security of the site is a high priority. Children are taught to be safety conscious without being fearful. The setting enjoys excellent relationships with all partners, although the manager would like to continue to build on this in response to some parents expressing an interest in gaining further insights into the new EYFS.

The quality and standards of the early years provision

From the moment children arrive at the start of their session, there is a sense of excitement at the learning which lies ahead. Staff are deployed in effective and innovative ways to take responsibility for the six areas of learning, and children's responses to activities are recorded to track progress. Staff demonstrate high levels of skill in promoting enjoyment of each activity, asking probing questions which deepen the children's understanding. They know when to stand back and let children run with their own imaginations, for example in organising an imaginary building project or trip to the seaside. Staff manage behaviour very positively, so that the climate is consistently happy, calm and productive. At no point are children without a strong sense of purpose in their activities.

The setting is extremely well equipped, with excellent facilities inside and out. The stimulating, safe and supportive environment enables children to thrive. Children are alerted to potential dangers, but are allowed to explore exciting activities such as woodwork with careful supervision. Good hygiene practices are constantly reinforced and children are actively encouraged to make healthy choices, for example at snack time. There are many opportunities throughout the session for lively physical activity, from riding in the pedal cars to dancing at a party. The level of care shown by staff is exemplary. The careful planning and delivery of provision is driven by a commitment to the development of the 'whole child'. Children know how to approach staff for support and value the way they are treated.

Children in this setting are extremely well prepared for future success. This is seen not only in their significant progress in literacy and numeracy, but also in their confidence and communication skills. Children are developing the habits of highly effective learners. Demonstrating excellent listening skills, the children join in activities with enthusiasm and work extremely well with each other. They are developing inquisitive minds and emerging as highly focused, independent learners.

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?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

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

Quality and standards

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

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