

Bizzy Bears Pre-School

Inspection report for early years provision

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Inspector

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Setting address

The Pavillion, Gt Billing Playing Fields, Off Penfold Lane,
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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).

Description of the setting

Bizzy Bears Pre-school was originally registered in 2004 as a partnership and changed to sole ownership in 2008. The pre-school is registered for full day care, on the Early Years Register and is registered to care for a total of 26 children between the ages of two and five years at any one time. There are currently 45 children on roll, 24 of whom are in receipt of funding for nursery education. It is open on Monday and Thursday from 09.15 to 15.00, Tuesday and Friday from 09.15 to 11.45 and Wednesday from 09.15 to 12.30, during term-time only. Children stay for the lunch club on Wednesday.

The pre-school operates from the Pavilion in the village of Great Billing, Northampton. Care is provided in a large hall with direct access to a kitchen. Children share access to a recreation and play area for outdoor play.

There are six members of staff employed to work directly with children, including the manager/owner, three of whom are qualified to Level 3 and one at Level 2. Two members of staff are working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from a Local Authority advisory teacher.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thoroughly enjoy their time in the pre-school and are happy, confident, secure and fully included. They become active learners and are all challenged to achieve their potential as staff recognise the uniqueness of each child and plan a stimulating range of activities that is tailored to meet their individual needs. The extremely good partnerships with parents and others involved in individual children's care ensures their welfare, learning and development are promoted consistently. Although, the use of self-evaluation is generally effective in identifying the pre-school's strengths and priorities for improvement, it does not yet take account of the views of parents, staff or children.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to take account of staff, parents and children's views

The leadership and management of the early years provision

Effective safeguarding procedures ensure children are well protected from harm. Staff are qualified and deployed effectively to make sure ratios are met and that children are properly supervised at all times. Written risk assessments that clearly

identify potential hazards indoors and outdoors are supplemented by daily informal safety checks carried out by staff. This ensures that potential hazards are minimised and appropriate action taken to reduce the risk of accidents. Staff are aware of their roles and responsibilities in keeping children safe both on the premises and during outings. They continue to attend training to update their knowledge and understanding of the Local Safeguarding Children Board issues and reporting procedures, which ensures children are fully protected from harm or neglect.

Written policies and procedures that underpin the practice in all areas of the pre-school are clearly understood and implemented consistently by all staff and inclusive for all who attend. Parents are kept informed of any events in the pre-school and changes to policies through the newsletter that is issued each term. Overall effective systems are in place to monitor and evaluate the quality of the pre-school and identify strengths and priorities for improvement of outcomes for children. It does not yet, however, take account of staff, parents or children's views.

The partnerships with parents and others delivering the Early Years Foundation Stage (EYFS) to children is a key strength of the pre-school. Parents say they feel welcome at all times and value the friendly, approachable staff who keep them fully informed about their children daily. Information about topics is shared with childminders who share children's care and the use of daily diaries ensures they are all kept fully informed about their children. Parents are encouraged to be involved in all aspects of their children's care and gain a good understanding of the learning and development requirements of the EYFS, which effectively helps them support their children's learning at home. Children's records are shared with parents, who record their own observations about children and comment on their progress, including any targets set with staff.

The quality and standards of the early years provision

Children make excellent progress in their learning and development because staff have a secure understanding of the EYFS and support their learning and development exceptionally well. Staff provide a highly stimulating learning environment where children play purposefully with the wide range of activities that meets their play and development needs very well. These help them to become creative, active learners and to think critically. Staff make very good use of the available space to maximise opportunities for children to become independent as they readily select resources of their choice to develop their play and ideas. Extensive records of children's achievements which includes parent's comments, are used exceptionally well to inform high quality planning that helps children develop a secure foundation for their future learning. Consequently, all children make significant gains in their learning and make excellent achievements in their progress towards the early learning goals in relation to their starting points and capabilities. Children confidently use the computer where they operate simple programmes independently and readily access mark-making materials, which helps to develop their early writing skills. They start to recognise their own and the names of their friends as they find their name card before sitting down for snack.

They listen intently to stories where their interest is maintained through the effective use of props such as toy lions that represent the lions in the story and puppets. Children are developing an excellent understanding of problem solving, reasoning and numeracy. Staff successfully incorporate numbers, counting, comparing and simple calculation into everyday practical activities. Children regularly count how many of them are in the line and add one to include the adult. Numbers are attractively displayed around the play room and staff regularly ask 'how many more do we need, how many are left and how many have we got?' which helps children start to understand simple calculation. Children start to appreciate our similarities, differences and develop a positive self-image. They have regular access to a wide range of resources that reflects themselves and people of other races, religions, cultures and abilities. They share their experiences of visiting other countries for a holiday with the group and enthusiastically write letters to the President of the United States of America. They enjoy special visits from parents who originate from other countries who teach them simple words in their home language and wear traditional outfits. Children respond very well to the effective strategies used to manage their behaviour. They enthusiastically tidy up as soon as they hear the music and look forward to receiving a sticker for being kind. Staff set a good example to children and regularly reinforce expectations of during group times such as listening with your ears and sitting nicely.

Overall children's welfare is promoted very well. They access drinking water freely and enjoy healthy snacks such as malt loaf and mango with a choice of milk, water or fruit squash. Records that support staff to promote children's good health are well-maintained, including written consent to seek emergency medical advice or treatment, medicine and accident records that are signed by parents appropriately.

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?	1
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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
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 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.