

Busy Bees Pre-School

Inspection report for early years provision

Unique reference number	511327
Inspection date	20/05/2009
Inspector	Carol Patricia Willett
Setting address	Village Hall, Church Lane, Bishops Sutton, Alresford, Hampshire, SO24 0AA
Telephone number	01962 734495
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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 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 Bees Pre-school was registered in 1992 and runs in the village hall in Bishops Sutton. This is a rural area and the hall overlooks farmland at the rear. The pre-school is managed by a committee of parents and it serves the children of the local area. The pre-school is open during term time from 9.30 to 12.00 on Mondays, Wednesdays, Thursdays and Fridays and on Tuesdays from 9.15 to 11.45 and 12.30 to 15.00

The group is registered for 26 children between the ages of two and five years, although it is the policy of the pre-school not to take children until they are two years nine months. They are registered on the Early Year Register and on the compulsory and voluntary parts of the Childcare Register though currently no children attend in this age range. There are currently 30 children in the early years age group attending for a variety of sessions. The pre-school accept children in receipt of nursery grant funding and children with learning difficulties and/or disabilities. The pre-school has close links with the local schools.

There are five members of staff and a regular volunteer who work with the children. The pre-school operates with a staff ratio of at least 1:6. All staff hold appropriate qualifications and are committed to increasing their professional skills and knowledge and are currently training to higher levels. The supervisors and one other member of staff are working toward a foundation degree and level 4 childcare qualification. All the staff hold a first aid certificate. They receive support from the local authority teacher mentor.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children busily occupy themselves and they are happy and confident within the calm relaxing environment of the pre-school. Children make good progress in their learning and development as staff set out the resources daily both inside and out covering all areas of learning and to ensure their welfare is safeguarded in a well organised environment. Staff are confident in their ability to plan, make observations and carry out assessments. However, information obtained of children's starting points during home visits is not effectively recorded in the new systems recently introduced. The staff team have a positive attitude to continual improvement through attending higher level training to improve their knowledge and skills. A self-evaluation process is undertaken highlighting areas of strength and for further development to improve the outcomes for children. Staff promote inclusive practice as there are effective systems in place to ensure children's needs are well known and health, welfare and safety is promoted well within the pre-school.

What steps need to be taken to improve provision further?

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

- improve the programme for communication language and literacy by ensuring children can readily access information books and through the provision of labelling in the environment
- continue to develop the partnership with parents to involve them in setting children's next steps in learning targets; ensure information regarding children's starting points obtained through home visits is recorded in order to ensure there is a full picture of children's progress and development

The leadership and management of the early years provision

The stable staff team provide very good support to children's learning. They work well together to provide support for each other and the children, sharing their learning to ensure they are up to date and to improve their skills and knowledge for the benefit of the children. The management structure is good as committee members and the staff team have mutual respect for roles and responsibilities, working well together to provide an effective learning environment for the children.

Children stay safe and their welfare is promoted through effective safeguarding procedures and good security systems. Children play and explore safely as staff complete regular written risk assessments and daily checks and ensure the premises are clean and suitable between sessions. Staff are enthusiastic and are committed to improve children's learning and welfare and their own professional development through training. They have a positive attitude to improvement, working with their early year's advisor identifying areas for development. For example, new planning recording and assessment systems have recently been introduced for children's learning and development.

Staff have good relationships with parents so they obtain information of the children's individual needs through home visits and flexible settling-in arrangements. This contributes significantly to children's confidence, sense of belonging and self-esteem. Parents are very happy with their children's progress and all aspects of the pre-school. They welcome the opportunity to be part of the pre-school through joining the committee and gain an insight into the working of the pre-school through the voluntary parents' rota. Parents receive informal feedback about their children at the end of the day through discussion with staff and have formal feedback opportunities and reports on children achievements. They are not fully involved in setting targets for their children's learning. Staff have identified the need to implement more effective means of communicating with other provisions that the children attend.

Children's welfare is safeguarded as parents and carers receive a wide range of useful information about the pre-school. A range of documentation is in place to support practice, with the manager producing a range of comprehensive well written updated policies clearly linked to the Early Years Foundation Stage (EYFS) requirements. Accident and medication records include all relevant information and are shared with parents.

The quality and standards of the early years provision

Children play and learn in a safe, welcoming environment as staff ensure the premises are suitably maintained, with good routines in place to promote and safeguard children's welfare. Children access equipment suitable for their needs, with low level furniture and ample floor space providing an enabling environment. Children are very confident and happy. They enter the pre-school and settle quickly to activities of their choice as staff have good organisational skills and provide good routines, which allow the children to be secure and familiar with all aspects of the session. Staff set the room up prior to the children attending, making the most of the village hall to provide a continuous learning environment using both indoor and outdoor provision as children choose where to do their learning.

Children busily occupy themselves and play purposefully in a calm and relaxed environment. They make good progress in their development as staff have very good interactive skills to support children's learning and a good knowledge of each individual child through the key person system. Staff provide interesting small group activities to support children with identified needs, such as speech and language issues and to support more able children. Staff make regular observations of children as they play and use these to plan for their next steps so they make good progress in their learning journey and develop skills for their future well-being.

Children are confident communicators and happily talk about the pink spaghetti and the difference between the cooked and dry versions. Staff show interest in the children and extend conversations appropriately as they talk at the craft table about their experiences at swimming lessons and home life. Children enjoy creative activity and enjoy having stories read in the book corner as they chose from the good range of story books as staff are responsive to their requests. However, staff do not always ensure there is a good range of information books readily accessible to the children. There are also few opportunities for children to see a wide range of print through labelling in the environment to ensure their development is maximised in the EYFS curriculum. Children develop their numeracy skills through a variety of resources and activities, such as when playing skittles outside and the children often count spontaneously during play as they pour using different size containers in the water tray.

Children behave very well and play well together in small friendship groups, where they share and take turns as staff act as good role models and provide a positive learning environment. Children learn to treat others with care and respect, following the example to the staff. For example, they help each other with activities as they gather and share the beanbags to throw in the buckets. Children have many opportunities to develop independence and their self-care skills. For example, they confidently get their lunch boxes at snack time, after taking themselves to the toilet to wash their hands. They pour a drink from the water jug when they come in from outside.

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

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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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