

# Busy Bodies Pre-School

Inspection report for early years provision

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**Unique reference number** EY274544  
**Inspection date** 28/01/2009  
**Inspector** Greg Wolff

**Setting address** St.Peters Church Halls, Aldborough Road North, Ilford,  
Essex, IG2 7SY

**Telephone number**

**Email**

**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).

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 Bodies Pre-School opened under current ownership in 2003. The pre-school operates from two rooms within St Peter's Church Hall in Ilford, Essex and is within walking distance of transport facilities, schools and shops. The pre-school serves the local area. Access to the pre-school is via a level path.

There are currently 46 children from two years to four years on roll. Children attend for a variety of sessions. The pre-school supports a number of children with special educational needs and with English as an additional language.

The group is open Monday to Friday during term time only. Sessions are from 09:30 until 12:30. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 staff working with the children. Over half the staff have early years qualifications to National Vocational Qualification Level 2 or 3. Three members of staff are currently working towards a recognised early years qualification. The group receives support from a teacher and development worker from the local authority.

## Overall effectiveness of the early years provision

Children are well provided for within the Early Years Foundation Stage (EYFS) and are making good progress from an early age. Strong partnerships with parents successfully support children's learning and development. Staff use their in-depth knowledge of children's capabilities and interests to plan a rich and stimulating curriculum which appropriately meets children's individual needs. Children are valued and their uniqueness recognised. The pre-school shows a very strong commitment to continuous improvement and practitioners are able to identify strengths and weaknesses which are used as part of an effective self-evaluation system.

## What steps need to be taken to improve provision further?

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

- ensure that children remain safe on the premises at all times. This refers to the temperature of the radiators
- ensure that observations are used to make judgements against the assessment scales derived from the early learning goals and use these as a record of achievement.

## **The leadership and management of the early years provision**

The strong leadership of the owner/manager, supported by an able deputy and well-qualified and committed staff team, ensures children's welfare, learning and development are well promoted. Staff have clearly defined responsibilities which results in a cohesive team who are clear about their roles. Training is encouraged so that professional development is enhanced. The pre-school owner and staff show a commitment to further developing the service they provide and use the comprehensive self-evaluation document as a working tool for continuous improvement. Vetting procedures for all adults who work with children are robust. Staff demonstrate a sound understanding of safeguarding procedures in order to protect children. Records required for the safe and efficient management of the provision are maintained, including thorough daily risk assessments. An effective key person system supports children and their families and ensures the daily planning of activities reflects children's individual needs and interests. Considerable care is taken by staff to ensure the premises are attractive and welcoming to children despite the restrictions of using a hired hall. They set out a wide variety of high quality resources on a daily basis which stimulates children's interest and enables them to learn through first-hand experiences.

The setting works very well with parents as partners. Parents receive a warm welcome into the setting and are actively involved in a range of activities, including coffee mornings and resource sharing. Families are provided with good quality information about the provision but although they discuss children's learning, formal records of achievement are not yet available. They are encouraged to share what they know about their children and become actively involved in their learning. For example, book sacks can be taken home from the setting to support reading and language work. Parents comment positively on the organisation and the progress their child is making in their learning and development. The pre-school is establishing links with other providers delivering the EYFS for children attending the setting, to promote continuity of care and learning.

## **The quality and standards of the early years provision**

Children's learning and development are successfully promoted. The environment is organised effectively to accommodate children's play and they freely access a wide range of interesting resources from low-level storage units or shelving to extend their play. Children are well supported by key adults who readily involve themselves in children's chosen play activities. Children are enthusiastic in their approach to learning and confidently express their ideas. They have lively imaginations and make use of simple resources such as pieces of material, boxes, paper and tape to create different role-play environments, for example, hospitals or tool shops. They play co-operatively, taking turns when using the bicycles and art equipment and become engrossed in their play. Friendships are evident and children enthusiastically chat about what they are doing. Staff use open-ended questions well to seek out what children already know, encourage children to think, or challenge more able children. Children eagerly use resources such as easels and pens in their role play to write lists, and role play using items of modern

day technology such as telephones and computers. Children relish opportunities to be creative, carefully selecting from a range of materials such as paint, glitter or straws to create pictures and objects of their own design. They take pride in their work and delight in showing this to others. Some physical activities are provided indoors, for example, bicycles which promote children's co-ordination and balance.

Staff have a clear understanding of how children learn and know their key children very well. They are able to plan a wide variety of activities which meet the interests of each and every child. Particular attention is paid to the inclusion of all children. Through careful observations and consultation with parents staff identify areas for development, and as a result all children in the pre-school make good progress. Children benefit from flexible planning which enables many activities to be child-led. Children are able to make choices and are keen to explore and try new experiences. Planning includes outdoor play.

Warm relationships have developed between children and staff and, as a result, children are responsive to staff. They clearly know the pre-school rules regarding personal safety and are quick to remind their peers when they are doing something potentially dangerous. Staff use positive and consistent strategies to manage unacceptable behaviour and skilfully support children to negotiate and take turns. Consequently, children learn right from wrong in a calm atmosphere which is conducive to learning. Children are frequently praised and encouraged, fostering self-belief. Their welfare is successfully promoted as children learn how to keep themselves healthy. They talk about removing germs from their hands as they wash before eating or after art activities. However, very hot radiators are a potential hazard throughout the setting. Children readily help themselves to drinks ensuring they remain well-hydrated. Healthy eating principles are encouraged as children chat with staff during snack-time. Children enjoy nutritious snacks which include fresh fruit and chopped vegetables. Children are well mannered and polite. They are becoming aware of the needs of others and are kind and caring. Children enjoy the relaxed, friendly atmosphere within the setting. Consequently, they are happy and make good progress in their learning and development.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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](http://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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Foundation Stage.

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.