

Busy Bees Pre-school

Inspection report for early years provision

Unique reference number	511310
Inspection date	29/01/2009
Inspector	Melissa Cox
Setting address	1st Kingsclere Scout Den, Strokins Road, Kingsclere, Newbury, Berkshire, RG20 5RH
Telephone number	01635 297576
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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.

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 has been operating in Kingsclere since 1996. It is located in the scout hut in the centre of Kingsclere and serves the surrounding villages. The provision is open Monday to Friday from 09.00 to 15.00, term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under the age of five may attend at any one time. There are currently 56 children on roll in the early years age group. The nursery supports children with learning difficulties and disabilities and has children with English as an additional language.

There are seven members of staff who work at the pre-school and all are qualified; many have experience of working at the group for several years. All staff currently hold first aid certificates.

Overall effectiveness of the early years provision

Children at Busy Bees Pre-school are given an outstanding start to their learning journey because the staff have an excellent understanding of how young children learn. They provide the children with exciting and stimulating activities that capture their interest, ensuring learning is fun and enjoyable. All children, including those with learning difficulties and disabilities, progress very well and know what it is like to succeed as the group take time to recognise their achievements on the star board everyday. Staff care for all children exceptionally well and place a very strong emphasis on their safety and welfare. The manager and her staff team evaluate their provision fully, ensuring they continue to make improvements to the setting, promoting high quality care for all the children.

What steps need to be taken to improve provision further?

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

- improving the snack time routine to give children even more opportunities to develop their independence

The leadership and management of the early years provision

The manager of the nursery is an inspiration to all her staff. She and the senior early years practitioner, supported by the strong parent committee, are continually monitoring and reviewing what they offer the children and their practice to make sure improvements are made to benefit all children. Staff have fully embraced the Early Years Foundation Stage documentation and requirements, and have reviewed and updated the group's policies and procedures, ensuring they reflect changes in legislation, implementing these at all times. Rigorous employment

checks ensure all staff and support workers are suitable to work with the children. Children are never left unsupervised with any un-vetted persons. Children are well safeguarded because they are protected by thorough policies and procedures, which the staff fully uphold and put into practice. For example, there are comprehensive risk assessments and a clear sickness policy.

Staff work effectively and efficiently as a team, guiding children and planning their next learning steps. All the needs and interests of children are met in this high quality provision. Inclusion is fully promoted by the staff team, with some children attending receiving excellent one-to-one care during sessions. Staff liaise fully with the child's parents and other professionals involved in their care, ensuring continuity of care and providing children with the opportunity to reach their full potential. Children's parents are particularly happy with the support their child has received and the progress attained in a very short period of time. This is an inclusive setting where children and adults are fully respected.

There are comprehensive assessment procedures to ensure that all key workers know their children very well and build up that extra relationship with them. Staff have received a wide range of training and this supports them to make accurate observations of the children. They use this information most effectively to guide their planning in response to the child's next steps in learning and the child's interests. Parents are fully included in the assessment process and informed about their child's development and progress through informal and formal meetings.

The partnership with parents and carers is outstanding. Parents feel confident that their contributions to their children's learning is valued and look forward to hearing and discussing their child's day with their child's key worker. Day books, information sheets and newsletters keep parents well informed and parents are invited into the group to share information about their different cultures with the children. The manager is committed to improving her knowledge and that of her staff. They access courses through the local partnership, research information, liaise and work with external agencies and support and effectively mentor students in their setting.

There are outstanding links with all local primary schools and staff implement strategies adopted by these schools, in their day-to-day routine, to make children feel comfortable when they make the transition to infant school.

The quality and standards of the early years provision

Children enjoy their time at the pre-school and they thrive in the care and devotion of the staff. The staff team work hard each day, setting out an interesting and stimulating range of activities, toys and equipment to support the children's individual learning and development. Colourful carpets, bright toys and a wide variety of posters and photographs of children at play, make the premises warm and welcoming to everyone. All children are provided with an excellent range of activities to help them learn and develop. They quickly become absorbed in their learning and they progress rapidly. Each child is making very good progress towards the early learning goals. Staff are careful to ensure activities are offered at a level to suit every child attending. For example, separate story time groups

enable younger children and older children to have a meaningful experience at their personal level of development. Innovative games and story telling while using puppets, maintain every child's attention as they practise sitting as a whole group.

Behaviour is exemplary. Children rise to the praise given them by the staff for their 'good job done'. Good behaviour is rewarded daily on the star board, along with academic achievements. Children clearly show respect and concern for each other, for example sharing spontaneously during their play. The consistency with which children's behaviour is managed by staff is very good. Consequently, children are learning how to have awareness of the feelings of others, what is right and wrong and why it is necessary to have behavioural boundaries. All staff are sensitive to the individual needs of the children and they make sure that each child is included in the activities if they want to be.

There is a good balance between child-initiated and adult-led activities. Planning of the daily programme is flexible so that staff can respond to children's ideas and interests, but it is always firmly based on what children can do and the next learning steps. Daily evaluation of the activities offered enables staff to identify things the children enjoyed and consider changes that might be required in the future. There is a strong emphasis on ensuring that practice is inclusive for all families. Staff ensure that all the curriculum requirements are covered, promoting all round development for the children. New children settle quickly and soon become confident in the setting as staff build on parental information, home visits and regular observations, during the initial settling-in period.

There is great attention paid to the outdoor learning and the group have experimented with a free flow system to ensure children get the full benefits of the outdoor learning environment. There are areas for quiet learning and one for more boisterous physical activity. Children have planted bulbs in tubs outside, which they have painted and enjoy raking the leaves and sweeping the pathways to ensure their outdoor area looks tidy. They confidently climb, run and jump and engage in a range of creative activities in their outdoor area, which further supports their learning.

The welfare of the children is of paramount importance to the staff. Children learn to keep themselves safe as staff model appropriate behaviour. Children enjoy a range of delicious and healthy snacks and they enjoy this social time as they discuss the days events with their friends. Snack time is used not only as a time to learn about healthy eating and good manners, but also a time to try food from other countries, for example egg fried rice. The pre-school are evaluating this routine further and are developing ways for children to become more independent. Staff are sensitive to special dietary needs and there are robust hygiene procedures to protect children from illness or infection.

Children enjoy opportunities for phonic work to promote their understanding of early reading and promoting their speaking and listening skills. Children take part in regular rhyme sessions where they practise the sounds of letters of the alphabet or play number snap as a group to encourage numeracy skills. Children learn about people who will play an important part in their life, as parents and workers from

the local community share information with the children about cultures or their work.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
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?	1

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 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.