

Busy Bodies Pre-School

Inspection report for early years provision

Unique reference number	EY280656
Inspection date	19/01/2009
Inspector	Lindsey Ferrie

Setting address	Melling (St Wilfrid) C of E Primary School, Lodge Lane, Melling, Carnforth, Lancashire, LA6 2RE
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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

Busy Bodies is run by a voluntary management committee. It was registered in 2004 and operates from the school hall within Melling St Wilfred Church of England Primary School. There are no issues which may hinder access to the premises. A maximum of 16 children aged two to under five years may attend the playgroup at any one time. The playgroup is open on a Monday and Wednesday from 12.30 until 15.00 during term time only.

There are currently six children attending who are within the Early Years Foundation Stage (EYFS). Of these, two are in receipt of funding for nursery education. The provision is registered by Ofsted on the Early Years Register.

There are two members of staff, including the manager, who work directly with the children. The manager holds an appropriate level 3 early years qualification. The assistant is working towards a level 2 early years qualification. Contingency arrangements are in place for qualified staff cover. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Children are happy and settled in this bright and welcoming setting. Their learning and development are soundly supported, all are included and they are sensitively cared for. Systems for recording self evaluation are limited, although the pre-school leader can articulate her vision for the future informally. Consequently, any areas for future development are identified and acted upon, resulting in a service which is responsive to the needs of all its users. Sound relationships with parents, the school and outside agencies contribute to ensuring that the needs of all children are met.

What steps need to be taken to improve provision further?

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

- develop self evaluation to effectively and formally identify the strengths and priorities for development, with particular reference to management and staff knowledge of the EYFS statutory framework
- ensure all six areas of learning are addressed in planning and that an appropriate emphasis is placed upon learning outdoors
- carry out systematic observations and assessments of each child's achievements, interests and learning styles and use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly, and 02/02/2009

maintain a record of identified aspects and when and by whom they have been checked.

The leadership and management of the early years provision

Some improvements have been made since the last inspection, but due to long term sickness and staff instability, some issues remain to be addressed. The development plan identifies areas for improvement but these are not always followed through effectively to secure future improvement. The setting is yet to develop the current systems for planning and assessment but is currently receiving training in this respect and is beginning to use observations as a record of children's achievements. The setting maintains policies and procedures for all aspects of the provision. However, risk assessments, although in evidence for trips, are not routinely carried out or recorded as required. This is a breach of regulation and as such children's safety is compromised. Appropriate employment and vetting procedures ensure staff suitability is assessed and informal discussions lead to training opportunities to further support staff in meeting children's needs.

Children benefit from the attention of very caring and supportive staff. However, managers and staff lack detailed knowledge and understanding of the EYFS framework, which is limiting the amount of progress children make. Staff work well with parents who feel well informed of their children's progress and enjoy a positive relationship with the team. They are kept informed by a home school link booklet as well as informal chats to staff when they drop off and collect their children.

The quality and standards of the early years provision

Overall, children are able to access a satisfactory range and balance of activities to support their interests. The environment is arranged so as to encourage children to become independent learners. They are engaged in exploring and investigating through activities such as using dough to create dinosaurs. Fine motor skills are refined as children use resources to squash, cut and roll the dough. Regular visits to the library van encourage life long skills such as reading for pleasure. Staff use the visits to pick books which are linked to their themes and children listen attentively to the stories, actively participating in discussion. Staff communicate well with children, encouraging them to think for themselves and only intervening when appropriate. They use language well to involve children in their learning and model the correct use of language sensitively. The setting has access to a very well resourced outdoor play area for physical development, but as yet there is little opportunity for the children to access every area of learning outdoors.

Current planning systems identify areas to cover over the term, but as yet, staff are unsure as to exactly what they need to do to plan for children's learning. Staff have informal discussions with parents to establish children's starting points, and are beginning to undertake regular observations. However, these are not yet guiding systematic assessments or future planning, thus limiting the amount of

progress children make.

Children's welfare is promoted effectively throughout the provision. Staff maintain a safe and secure environment in which children learn about keeping safe through staff expectations and guidance. For example, staff make clear the potential implications when children put plastic toys in their mouth. A lack of storage facilities and nappy changing facilities have led to the manager implementing temporary measures for changing children and plans are afoot for more permanent, yet flexible solutions. Snack times provide staff with opportunities to discuss healthy living with children. Children know the importance of washing their hands before meal times. They respond well to these social occasions and enjoy their fruit, sitting together and discussing a story whilst they eat. Children work cooperatively and collaboratively. When introduced to a new musical instrument, the children demonstrate a sense of awe and wonder and subsequently take turns, celebrating each other's efforts and successes.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.