

# Busy Bees (Chirbury)

Inspection report for early years provision

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<b>Unique reference number</b>	224059
<b>Inspection date</b>	12/02/2009
<b>Inspector</b>	Aileen L King

<b>Setting address</b>	The Playing Fields, Chirbury, MONTGOMERY, Powys, SY15 6BN
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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## 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 Bees (Chirbury) opened in 1995. It operates from a purpose built building in the grounds of Chirbury playing fields next door to Chirbury Primary School, in Shropshire. Children have access to an enclosed outdoor play area; there is no specific ramped access into the building, although the site is on one level. A maximum of 16 children from two to under five years of age may attend the pre-school at any one time. There are currently 19 children on roll from this age group in the Early Years Foundation Stage and of these 12 receive funding.

The pre-school is open each weekday from 09.00 to 12.00 Monday to Friday during term time. The group also operate a parent and toddler group on Wednesday afternoons. Children come from the local and surrounding villages. The setting currently supports a few children with learning difficulties and/or disabilities.

There are two full-time staff that hold Level 3 qualifications, and one part-time member of staff who is working towards a Level 2 qualification. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are links with the Early Years Foundation Stage in the primary school on site.

## **Overall effectiveness of the early years provision**

Children in Busy Bees have an enjoyable time in the pre-school, because they are well-looked after and their needs are met. They are all encouraged to be active participants in the range of activities provided. The setting is well organised and the children can choose from a range of activities within a homely and welcoming environment. They particularly enjoy their time outdoors, making music or playing on bikes and with wheeled toys. The partnership with parents and carers is strong, carers in particular feel supported by the group in caring for their children. The staff work well together, have self-evaluated the provision objectively, know what to do to enhance the work they do and the capacity to improve is therefore good.

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

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

- develop activities to help children maintain their interest and promote learning, especially for those who are older

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

The staff have begun the process of self-evaluation well, and have already identified what needs to be done to facilitate further improvements. Since the previous inspection, when planning and the use of outdoor space were raised as areas for development, improvements have been made. Notification of changes to

the setting details and recording children's attendance were also identified as needing attention. These recommendations have been addressed; in particular the use of the outdoor space by the children is much improved. However, the staff have recognised that the outdoor area is not developed to its full potential and there are plans to address this. The staff work well together as a team and are flexible in how they deploy themselves to support the children, meeting their needs when required and supporting their learning and development. They plan a range of interesting activities to this end, with a good variety of trips, visits and outings to enhance the children's learning experiences. They are vigilant in ensuring that the children are kept safe and any incidents are noted including the action taken. They comfort children, particularly the very youngest who are new to the setting, to reassure them when they feel anxious. Care and welfare are highly regarded. The staff consult outside agencies as appropriate and they are keen to reinforce positive strategies to help children settle and feel included. One carer pointed this out as a strength of the group as the staff provide continuity between the setting and home in how children's behaviour is managed.

The partnership with the parents and carers is a positive one and the staff ensure that every day they provide a summary of what the children have been doing in the pre-school before the children go home. Parents and carers comments are wholly positive, one commented 'Absolutely fantastic place' and that attending the pre-school eased children's transition to school, helped them make more friends in the rural community and boosted their confidence. Parents also feel the pre-school is a fun place to be whilst being constructive and that staff present as positive role models for the children, providing a 'really lovely atmosphere'.

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

The children settle very quickly when they come into the pre-school in the morning. The atmosphere is warm and welcoming and the attractively presented resources mean the children are keen to 'get going' and develop their play. They make good use of the role play area reflecting a 'farmhouse kitchen' with functional, but traditional furniture to add to the homely environment. For example, offering to make staff a 'cup of tea' and reaching into the dresser to get cups and saucers. On entry children are greeted warmly, parents chat with staff and are made to feel welcome. They know the staff well and share information about their children, when they arrive. Children can identify their name cards and daily routines boost their basic skills in counting, recognising words and letters and that print has meaning. Some of the youngest children are keen to make notes on note pads and are aware that mark making and writing can convey meaning and indicate their names and those of their friends. The resources in the pre-school are made accessible for the children to self-select and develop their ideas, for example using the computer, choosing musical instruments and then creating music outside. Staff interact with the children well and support their learning and development, for example to solve simple problems when making a roadway and bridge with a construction set. Some children have developed good manual dexterity, for instance carrying three plastic cups in one hand, by holding the handles. The children also try their hand at cutting, using scissors carefully and then sometimes have great fun in tearing pages from magazines because they

enjoy the noise this makes. They are encouraged to handle tools and equipment safely and to care for themselves having a healthy option of fruit and milk at snack time and exercising outdoors using the bikes and other toys.

The welfare of the children is good. They are kept safe and secure within the setting. The children greet the staff with a ready smile and they generally behave well. Those who find it difficult to deal with their emotions and feelings are well supported and comforted if they are upset. The setting is well organised and talk thrives through imaginative and purposeful play. Older children demonstrate patience with the younger ones and all children generally engage well with the activities and others. At the time of the inspection some children had recently moved on to school and those remaining were establishing new friendships with each other. Although the children can concentrate and persevere, sometimes for the older children interest and attention wane and they need to be refocused on an activity to keep them motivated and engaged. The staff are aware of this and strive to provide activities which meet the children's diverse needs and abilities. However, when it is time to tidy up, prior to going home, the children are helpful and the job is soon completed as they make a positive contribution to the task.

## 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.	2

### 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?	2
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?	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

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
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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 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.