

Busy Bee Pre-School

Inspection report for early years provision

Unique reference number	148861
Inspection date	07/05/2009
Inspector	Helen Mary Ball

Setting address	Unit 2, Marlborough Road, Southampton, Hampshire, SO15 3ND
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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 Bee Pre-school is one of two privately owned settings. It opened in 2001 and operates from two rooms in a unit in the Shirley area of Southampton. Children have access to an enclosed outdoor play area. The pre-school is open each weekday during term times. Sessions are from 09:15 to 12:15 and 12:45 to 15:45 daily.

The setting is registered on the Early Years Register, the Childcare Register and the Voluntary Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 54 children aged from two years to under five years on roll, some in part-time places. The setting currently supports 16 children with learning difficulties and/or disabilities and 11 children who speak English as an additional language.

There are seven members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 3. Two members of staff are working towards NVQ level 2. The setting provides funded early education for three and four-year-olds. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare and learning needs are generally well met. Children are happy and settled and enjoy their time at the setting, making sound progress in their learning. Staff are working towards changes in the planning systems to improve outcomes for children in line with current guidance. The setting has started to evaluate the provision but systems for self-evaluation are not yet robust enough to ensure all areas for improvement are identified.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to experiment with writing through role-play and other activities and provide mark making experiences and resources which reflect a cultural spread, so that children see symbols and marks with which they are familiar
- continue to develop systems to ensure that observational assessment informs planning for each child's individual development so that their next steps in learning are effectively planned for through play-based activities
- plan activities to further enhance the provision for outside, energetic play to challenge children's learning, with particular regard to provision for boys so that experiences can be planned for boys that build on their interests, and value their strengths as active learners
- improve organisation of resources so that children are aware of all that is available to them and further develop the range of resources to reflect the

- diverse range of children who attend the setting
- develop and implement a self-evaluation system, to monitor the provision and outcomes for children. Ensure areas for improvement are easily identified to enable continuous improvement
- ensure that snack time meets the needs of all children

The leadership and management of the early years provision

Staff at this setting work very well as a team. They organise the environment to ensure that children can gain easy access to most resources. The comprehensive range of policies and procedures have recently been reviewed and shared with all staff. Partnership with parents is good. Regular daily discussions, newsletters, and the sharing of children's individual records of achievement mean that parents are fully informed about their children. Parents report that they are very happy with the provision and that staff are extremely friendly and approachable.

There are suitable systems in place to ensure that new staff are appropriately vetted and that induction procedures are in place to ensure all adults working with children are suitable to do so. There are clear child protection procedures in place and the owner has a working knowledge of safeguarding practice. All staff are encouraged to access suitable training. The setting has good links with local schools which means that children become familiar with the school environment and their reception class teachers prior to starting school.

The quality and standards of the early years provision

Children are happy, settled and confident. They quickly settle to the routines of the day, and independently make choices from some of the available resources. Although staff carry out regular observations of children, these are not always used to inform planning of activities that are linked to children's own interests or their individual stages of development. This means that children are not always fully engaged in what is available and they become boisterous.

Children generally behave well and respond to reminders from staff to wash their hands or not to run indoors. They enjoy stories both in large and small groups, and join in enthusiastically with songs during circle time. Children enjoy their outside play although this is not offered at every session and energetic play sometimes lacks challenge, particularly for some of the boys. Children have access to laptop computers which stimulate their interest in technology and they show an increasing awareness of using a mouse to control a simple program. Children show care and consideration for living things and they are very gentle when handling the pre-school guinea pigs. Children's speaking and listening skills are promoted because staff are good role models, they speak clearly to children and encourage children to listen to each other during circle time. However, there are limited opportunities for children to develop their mark-making skills, and some areas of the provision do not reflect the diverse range of children attending the setting. Children relish their creative play; they explore and mix colours and enjoy printing with fruit and vegetables, creating a range of colourful pictures.

Children sit together to eat their snacks and lunch, and staff sit with children to promote conversation. However, the current organisation of snack time does interrupt children's play experiences. Parents provide a packed lunch for each child and the children enjoy the social interaction. They freely access the cloakroom and see to their own personal needs. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or any medication administered. Children's safety is assured because staff risk assess the premises, ensure the door is secure and ensure that all visitors to the setting sign in and out. Staff are clear about the procedures to follow should they have any child protection concerns regarding the children in their care.

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?	2
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 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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