

Busy Bodies Pre-School

Inspection report for early years provision

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| Unique reference number | 109554 |
| Inspection date | 01/06/2009 |
| Inspector | Lorraine Sparey |
| Setting address | The Branksome, St Aldhelm Centre, Poole Road, Poole, Dorset, BH12 1AD |
| Telephone number | 07979333351 |
| 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 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 Pre-School is owned and governed by the Parochial Church Council and opened in 2001. It operates from one main hall, with an adjacent conservatory in the Church centre. It is situated in Branksome, Poole. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 59 children on roll, of these 47 receive funding for early education. It is open each weekday from 09.30 to 15.30 (other than on Thursday when the group closes at 13.00) for 39 weeks of the year. The group serve the surrounding residential community of Branksome. The Pre-school currently supports children with learning difficulties and/or disabilities.

The Pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications and volunteers assist the paid staff. The setting receive support under local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good and children enjoy their time at the setting. They confidently come in and quickly settle into activities of their choice, actively choosing whether to play indoors or in a well resourced garden. Staff clearly know the individual children well and effectively meet their needs in all aspects of their care and education. Staff implement effective procedures to assess the provision and have successfully addressed previous recommendations to ensure continual improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment systems to include spontaneous observations and use the information provided by parents and other early years settings to plan the next steps in children's development and learning
- ensure that the recruitment and vetting procedures are followed when recruiting staff.

The leadership and management of the early years provision

Staff implement effective procedures to monitor and evaluate all aspects of the provision. Regular staff meetings, appraisals and good training opportunities ensure that staff are clear on their roles and responsibilities. They are committed and work well together as a team. The setting actively seeks the views of the

parents, the children, and other professionals who work within the community such as portage. Any suggestions are valued and wherever possible implemented. Staff have devised good procedures to liaise with other early years providers such as childminders. However, this has not been implemented with early years day care settings that children attend. Regular visits from the early years support workers and advisory teachers provide additional opportunities to effectively evaluate the whole provision.

Staff demonstrate good knowledge of the Early Years Foundation Stage (EYFS) framework. They clearly know their key children's individual needs with regard to learning and development. Staff complete planned observations and the information is used to plan the next steps in children's learning. However, at times when children achieve new skills or show increased confidence this information is used to inform their progress.

The management and committee have devised some effective policies and procedures to recruit and vet staff to ensure that they are suitable. However, although they have the appropriate documentation in place on occasions management are not taking up all the references. For example, a health reference to establish the person's medical suitability. Staff implement successful systems to identify any safety issues within the setting, such as risk assessments and daily safety checks. Staff demonstrate secure knowledge of child protection issues and the setting has a safeguarding officer who is responsible for dealing with any concerns. Policies and procedures are in place to support staff in safeguarding children from harm and neglect. Parents receive information on all the setting's policies and procedures when they initially register their child.

Partnership with parents is good. Staff provide many opportunities for parents to be involved in their child's learning. Parents are provided with regular opportunities to view their child's learning journeys both on an informal and a more formal basis at the parent consultation sessions. Parents report they feel confident to share information about their children's progress at home. However, this information is not always used to inform the children's assessment records. Parents state that their children are very happy and they feel the staff are approachable and create a warm and welcoming learning environment.

The quality and standards of the early years provision

Children are motivated in their learning. They actively engage in a broad range of quality activities. For example, making wind chimes, bird feeders and role-playing in the well resourced 'Busy Bodies Café'. Children are encouraged to be independent from an early age. They quickly put on their aprons when choosing to do a creative activity, pour their own drinks and make their own snacks. Staff provide good opportunities for the children to develop their self-esteem and confidence. Children confidently use the setting's computer and are pleased with their achievements when they complete the programmes. Children are learning to take turns and understand that they need to put their name on the list if they want to use the computer. Children are developing good relationships, a child is unable to find their sun hat and another child helps them to find a hat box. Staff praise

them for being kind to their friends.

Children are very aware of sun safety and put on their hats and sun cream on before going outside. They understand the importance of regularly drinking water particularly in hot weather. They participate in a good range of activities to increase their fitness level and develop their physical skills. Children freely move between the various outdoor play areas and the indoor environment. A good range of learning opportunities are provided in all areas to maximise children's progress and enjoyment. Children are learning how to stay safe and often they remind each other to use 'walking feet' when inside. Staff encourage children to think about the consequences to increase their understanding. For example, a member of staff encourages a younger child to think about what will happen if they swing on their chair. They explain about keeping all four chair legs on the floor.

Children have good opportunities to learn about the wider world. A parent who had lived in Papua New Guinea visits and shares her experiences with the children. They enjoy dressing up and exploring resources that the parent had brought in to share. Children are well behaved and show consideration to their peers and to the adults. A child says 'excuse me' to another child and they wait patiently whilst the child finishes their conversation with a member of staff.

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

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

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 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 |

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