

Busy Bees Pre-School

Inspection report for early years provision

Unique reference number	224060
Inspection date	19/03/2009
Inspector	Christine Millett

Setting address	Busy Bees Pre-School, The Nursery Centre, Shrewsbury Road, Church Stretton, Shropshire, SY6 6EX
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Telephone number	01694 724 812
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Email	
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Type of setting	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 Pre-school was registered in 1993. Since September 1999 they have operated in a demountable building which is situated behind St. Lawrence's Primary School in Church Stretton. There is disabled access to the building and disabled facilities within. The setting serves the local community.

It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. No more than 24 children from two to under five years may attend at any one time. There are currently 19 children aged from two to under five years on roll, including 12 funded three- and four-year-olds. During term time daily sessions run from 09.00 to 11.30 and from 12.30 to 15.00 with a lunch club from 11.30 to 12.30. Children attend for a variety of sessions.

There are appropriate procedures in place to support children with special needs or who speak English as an additional language.

Five staff, one fulltime, four part-time, work with the children. Three hold suitable early years qualifications and two are working towards relevant qualifications. The setting receives support from the Local Authority. Links with the school have been established. The setting is moving into newly built premises on the school site in April.

Overall effectiveness of the early years provision

The Busy Bees Pre-School is an outstanding setting which provides a wide range of highly stimulating and enjoyable learning experiences for all children. In this inclusive setting, the needs of all children are extremely well met by knowledgeable and caring staff. Thorough planning ensures challenging activities in all six areas of learning, both indoors and out. Consequently children make very good progress through their stages of development. Strong links with parents and sensitive induction procedures ensure children settle quickly. The setting has outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor environment in order to promote exploration, investigation and creativity as well as physical development.

The leadership and management of the early years provision

The well qualified and very knowledgeable manager has been in post since June but has already made her mark on the setting. She has high aspirations and is a

committed and reflective practitioner with an excellent understanding of the Early Years Foundation Stage. She provides an exemplary role model for all staff.

Safeguarding has a high priority. The setting manager, along with the efficient office manager, ensure that all policies and procedures are in place and reviewed regularly. Comprehensive action plans are in place and self-evaluation is rigorous. Staff are used to reflecting on their own practice and are constantly looking to identify new areas for development within the setting, as well as highlighting areas for their own professional development. All recommendations made at the previous inspection have been effectively carried out.

Staff have succeeded in creating a highly safe and secure environment where risk is minimised and children of all ages well cared for. All feel safe within the setting, exploring their surroundings with confidence. In the event of an accident appropriate action is taken as staff have had first aid training. Risk assessments are carried out on a regular basis.

Strong partnerships exist between the setting and parents. Parents are well informed and have great confidence in the provision. 'Fantastic' is how one parent described Busy Bees. The needs of all children are very well met to ensure progress is made. There are links with the school to ensure that there are smooth transitions to the next phase. The manager is keen to develop these even further. The full impact of the provision is seen in the confident way in which children approach their learning and the enjoyment they get from it.

The quality and standards of the early years provision

The setting offers a stimulating environment which has been successfully enhanced through the imagination and hard work of dedicated staff. Children are provided with excellent opportunities to help them progress in all areas of learning and prepare them well for the next steps in their education.

Activities are well chosen to stimulate enquiry and broaden children's understanding of the world. The investigation table where children use magnifying glasses to examine natural objects is very popular. There is a very good balance between child-initiated and adult-led activities. Children are free to explore and make choices whilst skilful adult intervention models good language and encourages children to think for themselves. Children regularly enjoy using computers and cameras. The outdoor facilities contribute to physical development whilst also providing multi sensory experiences. Children are enthralled by the observation of a newly emerged butterfly. Staff recognise that there is scope to develop the outdoor provision further but as they move to new premises in April, plans are on hold. Children learn about life in other countries through links with a playgroup in Zambia which involves the exchange of photographs and artwork.

Staff know the children well and understand what they enjoy and how to make learning fun. The high quality planning and good organisation ensure that every child is suitably challenged. Children with learning difficulties and/disabilities are also very well supported.

An effective key person system is in place, enabling staff to provide each child with an individual approach, adapting planning to support specific needs. The success of this strategy is evident in the assured way in which children play together and interact with adults. Informal and formal observations are carried out regularly by all staff. These assessments help plot progress and identify children with specific needs and ensure that those needs are being met..

Staff follow clear procedures and exercise good hygiene practices at all times to effectively promote children's understanding of a healthy life style.. Children benefit from healthy foods and all produce eaten is seasonal and sourced locally. Drinking water and fruit are readily available all day. Snack and meal times are very social occasions where children continue to learn to become independent as they choose what to eat. It is at these times that they make friends, develop good manners and a strong sense of belonging.

They clearly enjoy their time at Busy Bees and thrive on staff's attention and interaction. Staff are consistent in their approach to managing children's behaviour. They treat the children sensitively and act as positive role models. Consequently, children develop an understanding of what is right and wrong and learn to be kind and helpful.

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 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.