

Bizzy Bees Pre-School

Inspection report for early years provision

Unique reference number	EY386980
Inspection date	15/06/2009
Inspector	Janet Fairhurst

Setting address	Blyth West Childrens Centre, Devonworth Place, BLYTH, Northumberland, NE24 5AQ
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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 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

Bizzy Bees Pre-School has been registered since December 2008. Overall responsibility for the group lies with Barnados (North East). The pre-school is located within Blyth West Children's Centre which is on the outskirts of the town of Blyth. Childcare is provided in a designated self contained unit in the centre which comprises of one playroom and a children's washroom. An enclosed outdoor play area is adjacent to the playroom. There are office and adult toilet facilities in the main building.

The pre-school is registered to provide care for 13 children who are aged two to under eight years. There are currently 24 children on roll. The sessions run from 09.00 till 12.00 for up to five week days as required. The group is registered on the Early Years register and the compulsory part of the Childcare Register. There is a care manager, deputy and five other regular staff members who are appropriately qualified and experienced.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A wide range of activities is offered to support children's learning and enable them to make good progress in their development. Partnership with parents is good and this enables all children to be included and their needs met. Each child is respected as an individual and enabled to have full access to all the play group provides. The staff work together as an evaluative and effective team and have a good capacity to improve the setting even further.

What steps need to be taken to improve provision further?

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

- improve the organisation of snack time to help further develop children's social and independence skills
- continue to develop ways to improve parental awareness and accessibility to their children's developmental records.

The leadership and management of the early years provision

The setting is well organised and managed to provide a child-centred environment where children make good progress. All children are made to feel very welcome as the staff have a strong commitment to ensuring that all children are included and valued. Staff have a secure understanding of their roles and responsibilities and work well as a team to promote children's welfare. Sessions are well organised and planned for, ensuring that children are closely supervised at all times. Space indoors is presented well and used effectively to allow children to engage in a wide range of activities.

Effective recruitment and vetting arrangements mean that staff are suitable and have appropriate qualifications to support children's safety and welfare. Staff are vigilant about safety and carry out regular effective risk assessments of the indoor and outdoor areas to prevent accidents occurring. Records, such as the daily registers, incident, accident and medication reports are used well to support children's ongoing health and safety and in general, ensure confidentiality is maintained. Staff are keen to update their own skills through training and frequently share what they have learnt with the staff team so they all benefit from any new information.

Positive partnerships are established with parents which helps to ensure children are cared for according to their individual needs. Key workers are ready to welcome each child and parent into the pre-school allowing time for discussion on a daily basis. Parents are fully informed about the key worker's role and feel confident to speak to them or any of the staff team about their child's needs. Parents share information with key workers about their child's development when they first start, which helps staff plan for their continued progression. All parents are aware that a record of their child's progress is maintained. However, some parents commented that although they knew they could access the file they had not taken advantage of this. The enthusiastic managers and staff have high aspirations for quality and continually strive to develop and improve the service. They have accurately identified the need to develop ways to further inform and involve parents so they are able to take a more active part in their child's development.

The quality and standards of the early years provision

A welcoming, secure and caring environment greets children as they arrive. A well set out range of play activities covering all areas of learning encourages children to explore and play. Staff are warm and responsive, building good relationships with the children who as a consequence are settled and very confident. Staff are making good progress in implementing the Early Years Foundation Stage. Key worker observations are used to note children's achievements and are recorded in the attractive learning profiles. This effective system identifies children's next steps of learning and the action needed to extend their knowledge which enables them to make good progress.

Children enjoy mark making as they have free access to writing and collage resources. Some phonic linking happens as children are encouraged to sound out the beginning of familiar words. Counting skills are developed through games and action songs where children learn number sequences. Some children show a great curiosity about numbers and use some number names in spontaneous play. For example, one child enthusiastically re-enacted a popular television game show based around numbers, his knowledge of numbers both large and small demonstrates his growing confidence and interest in numbers. Children learn about changes as they mix paint colours and observe what happens when red water is added to the play dough mixture. Children learn the value of technology as they confidently take photographs of each other with a digital camera. They learn about

differences as they play with multi-cultural resources and celebrate festivals from different cultures.

Children are very well supported by the staff who are adept at challenging the children and encouraging their progress. They interact very well with the children and place a strong emphasis on developing communication skills and confidence. The children are encouraged to listen, take turns and talk at the shared group time. The staff are positive role models, listening to what the children have to say, and encouraging them to think critically about what they do. When a child announces that he cannot get his wellies on, for example, the staff encourage him to think about ways to solve the problem, such as do they think they need to find a bigger pair. This helps the children to develop learning skills which directly contribute to their future economic well-being.

Children's health needs are met. Consistent routines help children to develop a good awareness of personal care routines. They enjoy a wide selection of healthy snacks such as fruit and chopped vegetables and have free access to regular drinks. However, during snack times children are not offered appropriate crockery to place their food on, which helps to enhance social and independence skills. The setting has a clear focus on free choice activities and uses the outdoor play areas exceptionally well. It provides shade and shelter for outdoor play as well as coats and boots so that children can be outside whatever the weather. Visitors to the group also provide children with greater opportunities to develop a range of physical skills. For example, the children became very excited at the prospect of joining in with 'Little Kickers'. This is a programme of physical activities based around football, which uses fun and challenging equipment to develop their physical skills, coordination, self esteem and confidence.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met