

# Busy Bugs Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY306056
<b>Inspection date</b>	17/06/2009
<b>Inspector</b>	Christine Holmes
<b>Setting address</b>	South Wigston Methodist Church, Blaby Road, Wigston, Leicestershire, LE18 4PB
<b>Telephone number</b>	0116 2992662
<b>Email</b>	
<b>Type of setting</b>	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 Bugs Pre School was registered in 2005 and operates from a number of rooms in a Methodist Church on Blaby Road, Wigston, Leicestershire. The registered person also manages the setting. There is a small secure area for outdoor play. There is level access into the premises.

There are currently 46 children under five years of age on roll. The group is registered on the Early Years Register. The group is open term-time only and sessions are from 09:15 until 12:15. Children come from the local community. The setting has arrangements in place to support children with learning difficulties and disabilities.

The setting employ four members of staff.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The setting does not organise space or resources to provide an inclusive environment and links with parents and others are not strong enough to improve outcomes for children. There are no effective systems in place to assess the strengths and identify areas requiring improvement within the setting, and as a result, previous recommendations have not been met and not all welfare and learning requirements are met. Consequently, children's welfare and learning is not adequately supported and there is insufficient capacity to improve.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 10/07/2009
- ensure the safeguarding policy and procedure is fully implemented and in line with Local Safeguarding Children Board (Safeguarding and promoting children's welfare) 10/07/2009
- ensure the complaints procedure is in line with the welfare requirements (Safeguarding and promoting children's welfare) 10/07/2009

- provide an action plan detailing how staff's knowledge and understanding of the Early Years Foundation Stage (EYFS) will be improved so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes) 24/07/2009
- provide an action plan detailing how the educational programme will be improved so that it provides children with the opportunities to progress in their development towards all the early learning goals and how it will include parents in this process (Educational programme). 24/07/2009

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

Systems to monitor and evaluate the provision are weak and as a result, the organisation of different systems is poor. For example, planning for children's learning is weak and as a result, the educational programme does not provide children with the opportunities to progress in their development towards all the early learning goals. Whilst relationships with parents are positive, communication with parents is not focused enough on children's learning and development. Organisation of the in and outdoor space and resources is poor and significantly limits children's access to the resources and space available. Some of the setting's policies and procedures are not effective enough to safeguard and promote children's welfare. For instance, whilst daily safety checks are made of some areas and outings are risk assessed, there is no system in place to ensure a risk assessment is carried out at least once a year to cover all things children come into contact with. This does not ensure the environment in which children are being exposed to is safe and secure. There is a complaints policy and a safeguarding policy in place but these are not up-to-date and do not include all the necessary information for parents. Consequently, children's individual needs are not met and practice is not fully inclusive.

The vetting procedures for staff are satisfactorily robust. Staff qualifications are in line with requirements and clear systems are in place for recruitment, selection, induction and appraisal. However, the arrangements to ensure all staff have a sufficient understanding of the Early Years Foundation Stage are not effective, and therefore, the outcomes for children are not adequately promoted. Some links have been made with other EYFS providers and other agencies but these are not yet strong enough to ensure continuity and cohesion for children's learning and care.

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

Children's welfare and safety is not adequately promoted because there are breaches in some welfare requirements that have a significant impact on the

quality of their care.

There are inadequate systems in place to ensure that every child receives a challenging learning and development experience that is tailored to meet their individual needs because sufficient information is not gained from parents when children first start and the observations staff make of what children can do and know are not frequent or accurate enough to monitor children's progress. This means the staff do not have a clear enough understanding of their needs and as a result, staff are not always purposefully involved in their learning which limits children's learning. In addition, there is a significant period of time when the organisation of the session means that children become part of a group of up to 24 to listen to stories, sing, go to the toilet and have snack. This is not effective in supporting children's individual stage of development and as a result, at times, children become passive and uninterested.

The learning environment is not inclusive because many of the resources are not accessible to children which significantly limits their opportunities to learn independently or make their own decisions about their play. Resources such as role play, water, painting, materials to make and design and mark make are not always available. Children's opportunity to access the outdoors and to be physical active and exuberant is also significantly limited because the organisation of the day means that all children go into the very small outdoor area for a very limited period of time.

Children are settled and familiar with the daily routine in the setting. They join in with activities and play with the resources available. They develop positive relationships with each other and staff. They receive praise and encouragement which supports their self-esteem and confidence and there are some effective strategies in place to support children to behave well. Arrangements are in place to support some areas of children's good health including a clear sickness policy to prevent cross-infection. However, children are not fully supported to develop a growing understanding of how to stay healthy because although they take part in routines to wash hands before snack they are not taught why this is important. Lots of discussions about safety in the home and regular participation in emergency evacuations support children's understanding of how to keep themselves safe.

## 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>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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