

# Blue Coat Pre-School Unit & Busy Bees

Inspection report for early years provision

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<b>Unique reference number</b>	510073
<b>Inspection date</b>	19/06/2009
<b>Inspector</b>	Gail Robertson
<b>Setting address</b>	Blue Coat C of E Primary School, Symn Lane, Wotton Under Edge, Gloucester, GL12 7BD
<b>Telephone number</b>	01453 525022
<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).

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

Blue Coat Pre-School and Busy Bees operates from premises within the Blue Coat Church of England Primary School in Wotton-under-Edge. It is managed by a voluntary committee. The group has sole use of two adjoining play rooms, a connecting entrance and integral toilet facilities. There is an enclosed side garden and children use the infant and junior school playgrounds and adjoining playing field. Children have weekly use of the school hall. There is easy access for the disabled. Thirty-six children from two years to five years may attend the pre-school term time only and 32 children from the school from four years to under eight years may attend the out of school club at any time. The provision is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

Buttons, for children aged two years nine months to three years, operates each weekday from 09.00 to 11.30 with an optional lunch time from 11.30 to 13.00. Toggles, for children of pre-school age who turn 4 in the first year of being in this group and older, operates Monday to Wednesday 9.00 - 11.30 with an optional lunch time from 11.30 to 14.00. Thursday 9 -11.30 and 12.30 – 15.00 and Friday 9.00 -11.30. Poppers session, for toddlers accompanied by an adult operates Wednesdays from 13.00 to 15.00. Currently, there are 91 children from two years to under five years on roll. Fifty-six children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

Busy Bees is open weekdays before school from 08.00 to 08.50 and after school from 15.15 to 18.00. It opens on in-service days from 08.00 to 18.00. There are 150 children on roll, of whom 20 are Early Years Foundation Stage age. 90 children attend Busy Bees on a regular basis. All attend Blue Coat School.

Seventeen members of staff work with the children. Of these, 11 hold appropriate qualifications, two staff are working towards a qualification, and the remaining staff are sixth form pupils waiting to go on to higher education. There are close working relationships with the school.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Busy Bees and Blue Coat Pre-School are great places for children. The staff are dedicated to fostering a love of learning and the good feel of success. The unit meets its mission statement 'To give every child the opportunity to be the best they can be.' Children are very happy here, their needs are exceptionally well met and they learn how to be responsible and independent. Parents quite rightly praise the staff and manager for their caring approach and their hard work. This is a highly inclusive setting and has outstanding capacity to get even better.

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

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

- make sure that the more able children are stretched to reach their full potential
- ensure visitors sign in immediately upon entry to the unit

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

The manager and her staff work very well together. They constantly seek to improve their practice, and the overall provision of the unit. Together with the committee, they evaluate the provision using the demanding Ofsted evaluation form for making judgements. They are a little modest, judging most areas to be good and some areas outstanding. Their evaluation is giving them outstanding guidance for future improvement. They agreed and drew up action plans to make the unit even better. After the last inspection the necessary recommendations for improvement were quickly addressed, for example, staff now encourage children to write their name on work they have completed and find opportunities to promote the love of books. There is a comfortable book area in both playrooms and books for all ages.

All staff regularly meet to discuss matters of learning and development, safeguarding and welfare. Minutes are kept of decisions and actions to be taken. Staff work well together and ensure that children have a wealth of experiences that are fun and interesting. Staff help children to learn and develop in a calm, warm and secure environment, but the most able children are not always sufficiently stretched, particularly the children in the Toggles group. Regular training is available for all staff to ensure the pre-school improves and moves forward to provide what its stakeholders want and need. The manager is well organised and thorough in all she does. She provides a good role model for all. The deputy manager has identified the value of Forest Schools. They would like to see this as a part of the framework for this setting in the future.

The setting has readily taken on board a key worker system and is using learning journals to track children's progress. These are very special books kept on open shelves for all to contribute to. Children have ownership of the journals and parents are encouraged to contribute by recording 'Wow' moments in their children's lives. The unit has introduced a 'wow' slip on the website so that parents can access them from home.

All adults are fully aware of children's welfare and safety, but on the day of the inspection it was a while after a visitor had arrived before she was asked to sign the visitor's book. There are effective safeguarding policies and procedures to make sure the children are well protected. Child protection procedures are well

known by all staff. Risk assessments are made on a daily and longer term basis, which contribute effectively to the ongoing safety of the setting.

The partnership with parents and carers is outstanding. Parents value the way they are involved in their children's learning and particularly appreciate the information they are given about the activities that their children experience. Parents report that the staff are second to none and the manager and deputy are good with the children, be it at the pre-school or Busy Bees. One parent summed up the unit, saying 'I wish I could have gone to a place like this when I was in school!'

The unit and primary school work side by side for the benefit of the children. The primary school provides advice and support whenever it is needed. This helps to make transfer for the children to the primary school go smoothly. There are good links with other providers and the manager is looking for ways to encourage other groups of parents and their children to come to the unit.

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

All children are provided with an excellent range of activities to help them learn and develop. They look forward to trying out the interesting and enjoyable tasks and activities planned in Busy Bees and the pre-school. As children arrive in the before school club they greet their friends and other children and settle down to the serious job of having breakfast. This is a 'family time' when staff sit with the children and have a conversation. Children are articulate and can sustain a lengthy discussion about what they do in school and at home. They are most polite when staff give them toast. One said 'Oh I love honey on mine please.' They choose from a variety of healthy spreads and have a drink of milk or water. They have good table manners and behave in a responsible and sensible way. They know the expectations that the staff have of them. Work is fun and stimulating. For example, children enjoy completing a puzzle or doing a drawing or having a run to get rid of their excess energy before getting ready to go into school.

All children self-register on entry. The Buttons group are supported well in this activity by their parents. The Toggles group, by the summer term, are expected to be independent enough to do this by themselves. First thing in the morning is get together time to share news and the children have a lot to say. One girl brought in her cuddly toy rabbit and this sparked a discussion about living and non-living things. Children knew that the Blue Coat guinea pig called Buttons is living and the toy rabbit is non-living.

There is a strong emphasis on children's social and emotional development and communication and language skills. Consequently the children make good progress in these areas of learning. Children love stories, listen well and join in at well known parts. They become spellbound in the story theme, trying to read the story with the adults and showing their pleasure.

Staff constantly encourage children to become independent. Many of the resources are at low levels to enable children to make their own choices. Children are given good healthy choices at snack time and they know the hygiene procedures before

eating. There is a great variety of fruit available and choice of a savoury snack as well. Clearing away the activities is a joint responsibility, staff and children work together to complete this important task. There is a good balance of adult-led and child-initiated activities in the planned work to be covered, but more limited activities to stretch the most able children.

The outside learning area is as well established as the inside and equally stimulating. It encourages children to use their natural curiosity to explore and investigate the natural environment. The manager knows that this area is small but the maximum use is made of it for children's physical development and creativity. In the springtime the centre celebrated the coming of spring, Japanese style, celebrating Cherry Blossom Time. The children's paintings of the cherry blossom trees are truly magnificent. They are a joy to behold.

Children thoroughly enjoy their morning in this happy family environment. Time goes very quickly, as one said 'I am coming again tomorrow. Will you be here?' Children are happy, safe, learning to be healthy, to be part of their school community and learning from first-hand and second-hand experiences about the wider world.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	2
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?	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

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