

Bizzy Bees

Inspection report for early years provision

Unique reference number	EY310718
Inspection date	13/07/2009
Inspector	Susan Linda Capon
Setting address	Ex-Blues Club, By 120 Pickhurst Rise, West Wickham, Kent, BR4 0AW
Telephone number	020 8777 9904
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).

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 was registered in 2005. The pre-school is one of two pre-school groups jointly owned by private individuals. It is situated in a sports club provision situated in the West Wickham area of the London Borough of Bromley. The group operates from two rooms with associated kitchen and toilet facilities. There is a secure area available for outdoor play.

A maximum of 32 children in the early years age group may attend at any one time. There are currently 31 children from two to under five years on roll. The group currently supports children with learning difficulties and/or disabilities and those with English as a second language.

The pre-school opens each weekday between 09:15 and 13.10 during term time only. Children come from the local community and can attend a variety of sessions.

A team of nine staff, including the providers, work directly with the children. All staff hold a relevant childcare qualification and three staff are currently undertaking the National Vocational Qualification at level 4. One staff member is completing the Early Years Foundation Degree.

The group is a member of the Pre-School Learning Alliance. They receive support from the Early Years Development and Childcare Partnership and Special Educational Needs Coordinator. The pre-school has completed the Pre-School Learning Alliance accreditation and I Can Quality Assurance Scheme. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Every child's individual needs are fully met at all times, enabling everyone to make very good progress towards the early learning goals. The enthusiastic, resourceful staff team offer all the children an exciting, interesting and stimulating variety of activities every day, maintaining their interest throughout the session. Inclusive practice is embedded throughout the provision, ensuring everyone is equally involved at all times. Extensive risk assessments ensure the children's safety indoors, outdoors and on all outings as all potential hazards are minimised to prevent unnecessary accidents. The providers undertake extensive reviews and evaluation of their provision, incorporating the views and ideas of all staff, parents and the children to develop their day to day practices. They have demonstrated a clear ability to improve as they have met all previous recommendations and completed accreditation schemes. They have a clear vision for the future. Opportunities to develop the relationship with all parents have been extended, ensuring they are fully involved in their child's personal development and progress.

What steps need to be taken to improve provision further?

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

- continuing to develop the proposed plans for new lighting, toilets and the outdoor play area, promoting the all round safety of the premises for the children attending.

The leadership and management of the early years provision

The joint providers complement one another well and have both worked very hard to improve the all round quality of the provision the group offers. Staff are encouraged to attend additional training opportunities and all staff have improved their childcare qualification and skills since the last inspection. All the children are well safeguarded through thorough, rigorous employment procedures, ensuring everyone is suitable to work with children. Excellent induction procedures for new staff, students and parent helpers ensure everyone has a good understanding of what is required of them when working with the children. Children are never left alone with any un-vetted persons, maintaining their safety at all times.

The intensive self-evaluation and scrutiny of the provision includes the views of everyone involved. Parents' and children's views are taken into account and changes are made as required. For example, the group now opens for a longer morning, incorporating a lunch club for all the children attending. This enables parents to make appointments and personal arrangements while their children are safe and secure in the pre-school. Plans for developing the premises indoors and outdoors are being developed through discussion with the owners of the property, demonstrating the group's ability to work with the local community. The staff have developed an excellent support network for children with learning difficulties and disabilities, working extremely closely with their parents, other professionals and groups the child may attend to promote continuity of care. For example, staff visit the Phoenix centre to discuss a child's personal development plan to ensure they understand how to support the child appropriately. One to one care is available when required, enabling children to develop a secure relationship with their carer. This in turn enables the child to learn, develop and progress at their personal rate and achieve their individual potential. Makaton signs enable all children with limited English and language skills to understand the routine for the day and make their personal needs known to the staff.

Excellent relationships have been developed with all parents. Parents receive extensive information through the group's prospectus, policies and procedures, newsletters, information on the notice board and through the group's website. Parents state the pre-school clearly encourages curiosity and learning in a very supportive environment. Their child has grown in confidence, made new friends and become a great communicator. Others say their child has enjoyed a magical

experience which they will look back on with very fond memories together. Coffee mornings and open events provide opportunities for all parents to discuss their child's development and progress records, freely adding their own comments and views as they agree the plans for their child's ongoing learning.

The quality and standards of the early years provision

The dedicated, hard-working staff team spend a lot of time each day setting up activities, posters and displays of the children's artwork to make the premises bright, warm and welcoming for the children and their families. The well organised, extensive programme of stimulating and interesting activities keeps everyone occupied and interested throughout the session. Everyone receives a warm welcome on arrival, making them feel at home and part of the group.

The children's safety and welfare is paramount to all the staff. A high adult to child ratio ensures children are fully supervised throughout the provision as they play indoors and outdoors. All staff are vigilant, ensuring no child leaves the premises unnoticed.

All children are learning how to maintain a healthy lifestyle. They are aware the fresh fruit and milk they enjoy each session helps to make them big and strong. Individual dietary needs are always considered when preparing food and offering cooking activities. Regular opportunities for outdoor play, physical exercise and music and movement activities enable all the children to develop their muscles as they play. Children develop good self-help skills as they pour their own drinks, make their own sandwiches and clear away their dirty plates and beakers.

Every staff member is fully conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into the daily routine. Staff skilfully support each child in the setting as they discuss activities and help children to make predictions and think for themselves. For example, staff and children discussed the differences between wet and dry sand when using sand moulds. Staff fully evaluate the activity plans, ensuring they meet their aims and objectives and the needs of each child attending. Each child's profile is discussed during planning, to ensure all children are able to make suitable progression. Planning is very flexible, enabling staff to incorporate the children's own ideas and interests. For example, children made a train and staff delayed the next activities, enabling the children to complete their game. Staff intend to develop this activity in the near future as all the children in the group were engrossed and involved. Activity plans ensure there is a good balance of adult-led and free choice activities together with covering all areas of the curriculum equally. Detailed information is gathered from all parents at point of entry to ensure staff know what a child can do when they first attend. Staff build a clear picture of each child's development and progress as they regularly observe and note individual development. A well organised profile, incorporating children's artwork, photos and development, provides parents with an interesting journal about their child's time with the pre-school.

All the children are making very good progress towards the early learning goals.

Staff ensure the children are appropriately grouped throughout the morning, enabling every child to develop and progress at their personal rate. For example, younger children enjoy opportunities to play with the home corner equipment without the older children interrupting their game. Staff encourage the children to comment about activities, recording these on the children's comments board, helping them build on activities the children particularly enjoyed.

Children enjoy regular opportunities to develop their physical skills outdoors as they participate in fun exercise activities. Staff provide good role models as they demonstrate how to touch their toes and do star jumps. Children enthusiastically climb and jump on the large play apparatus under the close supervision of staff. Hunting for shapes in the natural world, looking at nature in the grounds and on outings to High Elms are firm favourites with all the children. Indoors they construct a wide range of models with different equipment, eagerly explaining how they all work to the staff team. Other children enjoy opportunities to quietly look at the extensive range of books freely available throughout the area. The children listen enthralled as staff enthusiastically tell the story of Goldilocks and the Three Bears, using actions. All the children enjoy daily opportunities to develop their senses through the exploration of sand, water, dough, paint and glue. They create their own master pieces which they eagerly show to their parents, developing their confidence and self-esteem. More confident children enjoy sharing their news with their friends and bring in items from home linked to the group's theme. Children competently use the computer, selecting their own activity from the variety available. They understand the importance of sharing as they use an egg timer to take turns at this activity. The children are developing their awareness of other people through visitors to the group, including the dental hygienist and road safety team. A wide range of different festivals incorporated into the programme, for example, May Day, Bastille Day and the Dragon Boat Festival, extend the children's awareness of other people and the world about them.

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

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