

Busy Builders

Inspection report for early years provision

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Inspector

Christine Lynne Hodge

Setting address

Shaw Memorial Hall, Rock Avenue, Gillingham, Kent, ME7
5PW

Telephone number

01634 579722/0794906

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Busy Builders Pre-School opened in 1990 and is committee run. The pre-school operates from one room in a church hall in Gillingham, Kent and has a small fully enclosed garden for outdoor play. The group serves the local community and is open five days a week during school term times. Sessions are Monday to Friday from 9:30am to 12:00 noon.

The pre-school is registered on the Early Register to care for a maximum of 26 children in the early years age group. There are currently 22 children from two to five years on roll. Children attend for a variety of sessions. The group supports children with special educational needs and children who speak English as an additional language.

Five staff work with the children at each session. Four staff, including the manager, have an early years qualification and one has a Level 2. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP). It is a member of the Pre-School Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff's excellent knowledge of the children's individual needs, linguistic differences and cultural backgrounds ensure that they make excellent progress across all areas of their learning and development. Children's safety is given high priority and is clearly underpinned by comprehensive policies and procedural documents which are shared with parents. Consistent and thorough systems for evaluation of the setting and practice ensure continuous improvement and the manager and staff demonstrate a clear commitment to ongoing training to support their aims.

What steps need to be taken to improve provision further?

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

- further develop systems to help parents fully understand how children's play and learning is linked to the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's developmental and welfare needs are extremely well met. Children are kept safe because the pre-school has comprehensive safeguarding policies and systems in place to ensure that staff are fully aware of their role and responsibility for protecting children. A high priority is given to risk assessments and children's

safety, both in the hall and garden and on outings. An alarm fitted to the front door and emergency exit, together with good deployment of staff at the beginning and end of each session, ensures that children can not leave the premises unnoticed. A fire drill is carried out at least once a term so that everyone is aware of the procedure if there is a real emergency, staff talk through this with the children and have a "visual fire drill" using photos so that all can understand. The pre-school has rigorous systems in place to ensure that all adults working with children are checked appropriately and are suitable to do so.

Partnership with parents is given high priority and parents offer positive feedback on the care and information received from the pre-school and their children's key person. However, some parents spoken to appear to be a little unclear about the early learning goals, although information is included in the packs given to parents when children first start at the setting. Parents also receive regular newsletters and twice a year are invited to attend "meet your key person" meetings to discuss children's progress. The group also encourages parents/carers to 'stay and play days' and to help out at the setting. Staff work well with other professionals to support children with additional learning needs and parents and children with English as an additional language are provided with good support from a member of staff who is able to speak Punjabi, Urdu, Swahili and Gujarati.

Staff provide children with a stimulating environment rich in posters, pictures, signs, symbols and visual displays. The hall is set out attractively with an excellent variety of activities and play resources that cover the six areas of learning and encourage children to be independent and active learners. Staff work well as a team and build up close and secure relationships with children. They demonstrate a high level of ambition to provide good quality care and continually improve outcomes for children. Staff are supported in their continuous professional development and attend training courses whenever possible. All staff are involved in the self-evaluation process and a parent helper evaluation form and comments box has been introduced to include parents in the process of identifying further improvement.

The quality and standards of the early years provision and outcomes for children

Children are happy, confident and settled in the setting because adults provide a warm, caring and consistent approach to their differing needs. Children confidently explore the rich environment and eagerly take part in a wide range of indoor and outdoor activities that promote all areas of their learning and development. Children demonstrate increasing independence as they make choices about their play, help themselves to snacks and drinks, take themselves to the toilet and help to clear away activities. They have excellent opportunities to develop their imaginations and creativity using a wide range of resources, such as junk for modelling, collage, painting, play dough, role play, dressing up, singing songs and dancing. The well equipped writing area and maths area enables children to use a broad range of resources for mark making, letter recognition, problem solving and number recognition. Children are encouraged to gain an enjoyment of books and are helped to understand that print carries meaning in the attractive, well

resourced book area. Staff are skilful at using props and visual aids to hold children's attention at group time and to help them develop their listening and thinking skills. For example, children have great fun taking part in a story called 'Shark in the Park' using cardboard tubes as telescopes. During a singing activity to help them become familiar with letters they enjoy singing a song called 'Silly Soup' and enthusiastically take turns to stir familiar items into a bowl, that all begin with the letter B. Children have good opportunities to learn about the world around them through outings in the community, the celebration of different festivals and visitors to the setting, such as a parent with a newborn baby, the dentist, librarian, pets, a parent who plays an instrument and the teacher from the local primary school. Children are acquiring good computer skills and enjoy using programmes that help them learn about recycling as well increasing their sorting and matching skills. Although due to the position of the garden children are not able to free flow between indoor and outdoor play, staff make good use of the well equipped garden, in all weathers. During the session children can choose to go outside and take part in activities such as digging and planting, role play using china cups and saucers, painting with water and brushes, and for physical and sensory play.

Observation and assessment is used extremely effectively to plan activities centred around children's likes and interests, to track their progress across the six areas of learning and to plan personalised learning for each child. Activities and some resources are differentiated to take into account starting points and capabilities, and activities are simplified and extended to ensure they are accessible to all of the children. Staff evaluate and change them as necessary to meet the children's needs. Each child also has a learning journal containing pictures, samples of work and photographs which they can access at any time during the session and also take home, allowing parents to see visual examples of their children's play and their progress in learning. Children with English as an additional language and children with special educational needs or disabilities are supported well within the setting through lots of visual aids and resources to help them understand. Staff work well with parents and other professionals to draw up and implement individual education plans, and one to one support is provided if necessary.

Children are encouraged to adopt healthy lifestyles. Staff teach them to be active and to understand the benefits of physical activity during the free play session and large group physical time. For example, ring games, running and chasing games, music and movement, throwing and catching balls, large physical equipment, bikes and scooters, slide, trampoline, balancing beams, hoops, skittles, sponsored pedal push, obstacle courses and tunnels. Children are encouraged to adopt healthy habits such as good hygiene practices. Visual pictures in the bathroom area help to remind children about the importance of hand washing. Liquid soap and paper towels are provided and children are taught to dispose of them correctly. They are also encouraged to use tissues for wiping their noses and to dispose of them in the bins provided. Children are encouraged to make healthy choices about what they eat and drink. They each have their own water bottles, which are taken home daily, and because they have small versions of their name card on, they are encouraged to only drink from their own bottle. The children can choose when they want a drink and snack as water is available at all times during the morning and the snack bar is open for an hour during the session. During this, healthy snacks such as fresh fruit, raisins and carrot sticks, together with fresh toast or

bread, and water and milk are available for children to choose from. Children forge good friendships, play nicely together and behave well. They clearly understand the pre-school's simple rules for safety, which are displayed visually, and staff's expectations. For example, holding hands with each other when going to and from the garden.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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