

BUSY BEE NURSERY SCHOOL

Inspection report for early years provision

Unique reference number 109875
Inspection date 11/11/2009
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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*.

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Description of the setting

Busy Bee Nursery School was registered in 2000. It is a privately owned nursery situated in an annex of the owner's detached house in a residential area on the outskirts of Petersfield. Children have access to the enclosed garden. The nursery is open Monday to Thursday from 9am to 3pm and Friday from 9am to 12 noon. An optional lunch session runs from Monday to Thursday from 12.15pm. Children attend for a variety of sessions.

The nursery is registered to care for a maximum of 12 children in the early years age group, of whom none may be under two years. There are currently 31 children on roll. The nursery uses the Montessori teaching method and is registered to take children in receipt of nursery education funding.

There are four members of staff employed to work with children, all of whom hold relevant qualifications, and of these, three have qualified teacher status. Peripatetic teachers visit the setting, each for one session a week for music and French.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by committed staff who work cohesively with each other and parents to successfully meet children's learning and welfare needs. They offer a very welcoming, calm and accessible setting to children whose health is generally promoted well. The setting's strong commitment to promoting equality and diversity is a key strength and enables all children to develop extremely high levels of self esteem and care and respect of others. Regular self-evaluation by all the staff and making improvements ensures staff build on their good practices and improves outcomes for children. Most aspects of the nursery are well organised although some documentation lacks the required detail.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record or risk assessment so that it includes information on who conducted it and the date of review (Suitable premises, environment and equipment). 11/12/2009

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

- improve systems of registration for staff and children and records maintained of visitors

- improve hand-washing procedures used before eating
- increase opportunities for children to develop skills in IT.

The effectiveness of leadership and management of the early years provision

The manager and small staff team work very well to provide a calm and nurturing environment where children are safe and secure. Staff have a clear understanding of safeguarding as they are trained in child protection and are informed about policies and procedures regarding all aspects of safety as part of their induction and at team meetings. Children are closely supervised at all times and risk assessments are used effectively to identify and minimise risks both in the setting and for outings, although the written record does not fully meet regulation. Systems ensure children are protected well. For example, a safe collection procedure is used and appropriate steps are taken to ensure adults working with children are suitable. Records of attendance and visitors to the setting are maintained as required by regulation, although they lack detail. Generally, effective procedures are in place to protect and promote children's good health; all the required records are maintained, some staff are trained in food safety and first aid, healthy and nutritious snacks are offered, and parents are encouraged to provide healthy lunch boxes. Suitable hygiene procedures such as wearing protective gloves for nappy changing and ensuring children wash hands after using the toilet prevents the risk of cross infection. However, children's health is not fully protected as they share a bowl of water to wash their hands before eating.

The setting bases its approach to childcare and education on the Montessori principles. Staff are committed to providing a fully inclusive setting and ensure all children have equal opportunity to explore and learn in a safe and independent way. A very high emphasis is placed on ensuring all resources are available for self-selection and allow all children to make choices and to take part regardless of their age and level of development. For example, left handed scissors are available for those showing a preference for using their left hand. Staff are well qualified and enthusiastic to further improve their skills through attending training; they are deployed well and work efficiently in the setting which ensures that all children are supported effectively. Staff spend their time purposefully engaged with the children building warm and trusting relationships, which has a positive impact on their progress and learning. The sessions run smoothly and children benefit from the increasing use of the outdoor environment. Staff welcome information and advice from outside agencies to aid in the delivery of an improved curriculum and to support children with special educational needs and/or disabilities. All children are valued and their individual needs catered for well. Appropriately trained practitioners are experienced in identifying and supporting children with particular needs and to working closely with parents and other professionals to ensure their needs are met. Staff recognise the importance of having strong relationships with parents to secure children's good progress. Effective measures are taken to involve parents fully in their child's learning. For example, a key person is implemented as children start at the setting which helps with the settling in process; parents meet with staff frequently to discuss their child's needs, interests and ability. They receive information through newsletters and via the notice board about topics and

activities. Parents report they are welcomed into the setting at any time to talk to staff who provide good support and information; they feel staff quickly get to know children well. Families are involved in charity fund raising events in the nursery which helps children learn about helping others. The setting is beginning to liaise with other providers of the Early Years Foundation Stage (EYFS) that children attend to further complement their learning and development.

The setting is active in identifying ways to improve its practice and the outcomes for children. A home link book has been introduced to increase opportunities to share information with parents and a new system is being implemented to track children's progress against the EYFS. All staff are involved in the evaluation process which has accurately identified the outdoor play environment and IT as areas for further development.

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

All children, including the newest and youngest are happy and settled and show immense confidence. From arrival to when they leave, children are made to feel welcome and valued by staff who support them very well, enabling high levels of achievement and enjoyment. The small group has a very relaxed, calm atmosphere with lots of laughter and chatter. Children benefit from the mainly child-led play with some interesting adult-led focussed activities. For example, whilst making free choices of what to play with from the good quality range of resources, they dip in and out of planned activities, such as planting daffodil bulbs, and come together as a group for meals and story times. Staff are on hand to support and interact when necessary as children play independently or with peers. High regard is given to promoting children's independence which results in them developing high self-esteem. Children are encouraged to make decisions and do as much as possible for themselves and to see tasks through. Children demonstrate great skill in self-care and determination in succeeding. For example, paints are placed on the easel but three-year-olds confidently decide to use the markers instead and collect them from the creative materials trolley. Children put on aprons, create pictures and use name cards to help as reminders when writing their names on their art work; pictures are then taken from the easel and placed on the drying rack and aprons are very carefully hung back on the peg by the loop, all with minimal help from an adult. Boys in particular show very high levels of concentration as they are totally focussed for extended periods of time when completing sorting and counting activities. Some even choose to stay indoors and use the hammer and pins, although most children are keen to have time to use up energy in the garden. Children thoroughly enjoy using the robust climbing equipment and swing to develop skills and large muscles. Staff prepare the garden with a wide range of equipment, including those that help children learn to balance and jump. One quickly gets bean bags for a child who shows an interest in throwing and catching meeting his interest. Children explore the differences of wet and dry sand and use a variety of wheeled toys. Children learn about the wider world as they plant bulbs in flower beds as well as in pots to take home and find out about hedgehogs and how they hibernate for winter. Children are encouraged

at all times to show respect and care for themselves and others. This promotes children's understanding of keeping safe and healthy also. This is demonstrated in the way children learn to behave in the setting. For example, they are gently reminded to put toys and resources away after using them, to put chairs in ready for the next person to use, sweeping up compost spilt on the floor and to use a knife safely to prepare fruit ready for snack for everyone to enjoy. This great sense of independence and good skills developed in self-care are effective tools in developing skills needed for the future. This results in children behaving in a very kind and considerate way. Children take part in many activities that help them progress in all areas of learning, although IT equipment is not always accessible at all times. They have lots of opportunities to make marks; many three and four-year-olds write their names. Children enjoy using role play resources and use their imaginations when dressing and playing with dolls. Children are very excited as the singing teacher arrives and they all take part in rhymes and songs. Diversity is promoted very effectively through using resources that promote positive images of different people in play and activities. For example, children use chopsticks to eat noodles, and they look at and discuss pictures of African women carrying pots of water on their heads and then find out how heavy the pot must be by picking up jugs of water themselves. Children learn to care for the environment as they recycle paper and card and put fruit peelings and cores in the compost bin.

Staff use effective systems to observe and monitor children's progress both for the Montessori curriculum and EYFS. They plan and provide stimulating and challenging activities and resources to help children make good progress.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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