

Busy Bees Pre-School

Inspection report for early years provision

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23/11/2009

Inspector

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Setting address

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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*.

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).

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Description of the setting

Busy Bees Pre-school has been established for many years, but has operated under the current ownership since 2002. The pre-school is based in a sports pavilion situated on the edge of a playing field, close to a children's play area in Petts Wood, in Kent. The space available includes a main playroom, reception/parent area, toilets and kitchen facilities and a large storeroom.

The pre-school is registered on the Early Years Register to care for a maximum of 24 children at any one time. It is open each morning from 9.05 am to 11.45 am and on all afternoons except Friday from 12.15 pm to 2.45 pm. The setting operates during the term time. There are currently 42 children on roll in the early years age group. The pre-school support children who speak English as an additional language and children with special educational needs and/or disabilities. The setting employs seven permanent staff, including two managers, of these, five hold early years qualifications, the remaining staff are working towards qualification.

The pre-school follows the Foundation Stage Curriculum and receives support from the local Early Years Development and Childcare Partnership. Links have been established with local primary schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes all aspects of children's welfare and development successfully. Staff achieve successful partnership with parents and others to ensure they maintain a two way flow of information relating to children's needs and wellbeing. This enables them to support children effectively. The management team regularly reflect on the service they provide and set achievable aims for ongoing improvement.

What steps need to be taken to improve provision further?

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

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation). 04/12/2009

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

- increase the use of labelling in the environment and include words from home languages used by children in the setting
- continue to develop the system for planning to ensure children's identified

- next steps are linked to the programme of activities
- increase the opportunities for parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. There are robust recruitment procedures in place to ensure that children are cared for by vetted staff. Management staff have received safeguarding training to ensure they know the action to take if they are worried about a child. The Managers' enthusiastically lead an established team, who are well deployed and work well together. Clear roles and responsibilities helps children to settle and feel secure. An induction process is in place to ensure all staff are familiar with the setting's policies and procedures.

The setting provides a service that is inclusive for all children and their families and they promote equality and partnership with parents. Parents receive very good information about the setting through one to one meetings, newsletters and the notice board. Their views are also additionally sought through the use of questionnaires. Parents are kept up to date with their child's progress through one to one meetings with their children's key person. Parents have opportunities to contribute to children's development records, however, this tends to be just prior to school transition. Self-evaluation is effective in identifying strengths and areas for improvement and the provider has a clear vision for future development and sustainability which is shared by staff. Areas where action is needed to improve the setting are well targeted to promote healthy outcomes for children, for example grant funding has enabled the setting to achieve their aim of providing an outdoor play area to offer children greater creative, social and physical opportunities.

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

Children learn to keep themselves safe, because they understand the boundaries in place, for example, not running in the setting and taking turns with popular resources. Children adopt independent personal hygiene routines when they wash their hands before they eat. This helps protect them from the risk of cross-contamination. Children's dietary needs are respected they enjoy a healthy snack from the snack bar, which offers healthy choices like fruit and carrot sticks. A water dispenser is available for children to help themselves. A secure outdoor area has been recently created, which children can access directly. The pre-school is set in park grounds, therefore children have increased opportunities for fresh air and exercise. Staff take the children in small groups to different areas of the park, which includes a physical play area.

The focus on children's person, social, and emotional development is a particular strength of the setting. Children demonstrate excellent relationships with each other and staff at the setting. Staff know the children very well and they plan a variety of experiences that build on their existing knowledge, skills and interests.

There is a good sense of fun and children are happy, engaged and demonstrate good communication skills. Story time is popular and the children are eager to sit and hear the story. Practitioners use props, such as puppets to encourage their participation. Children are able to self select resources as they are stored at their level. The environment is visually stimulating with a wide selection of educational posters, children's work and displays ,however, there is limited use labelling. Children are effectively supported by staff that are skilful in helping them develop their play and extend their ideas.

Children are familiar with the routine in place, which helps to build their confidence. They self initiate imaginative play, which is enhanced by the resources available to encourage and engage them. They become engrossed when they play in the home corner, pretending to make a picnic and when they go to the play shop to buy the food for the picnic. They draw other children in to their play by asking children who are not involved " would you like to come to my shop". Children show an interest in problem solving as they build using the construction and complete puzzles. They are excited when engaging in craft activities, because they are making gifts for their families for Christmas. Staff are sensitive to the needs of the children and ensure all can take part. The enthusiastic, nurturing approach of all staff ensures children are provided with a good balance of adult-led and child initiated activities in a secure environment. As a result children demonstrate a sense of belonging and they are progressing well.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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