

Busy Bugs Pre School

Inspection report for early years provision

Unique reference number	EY306056
Inspection date	13/01/2010
Inspector	Claire Jenner
Setting address	South Wigston Methodist Church, Blaby Road, Wigston, Leicestershire, LE18 4PB
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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 Bugs Pre School was registered in 2005 and operates from a number of rooms in a Methodist Church on Blaby Road, Wigston, Leicestershire. The registered person also manages the setting. There is a small secure area for outdoor play. There is level access into the premises. The group is open term time only and sessions are from 9.15am until 12.15pm. Children come from the local community.

The group is registered on the Early Years Register. A maximum of 46 children may attend the setting at any one time and there are currently 46 children aged from two years to under five years on roll. The setting has arrangements in place to support children with learning difficulties and disabilities. The setting employs four members of staff all of whom hold early years qualifications to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make steady progress in their learning and they are confident and secure in their surroundings. Their care and welfare are well supported as policies and procedures are generally effective and are well maintained. Staff ensure that all children are valued and included and they work with parents to ensure children's individual needs are identified and addressed. The manager and staff have a strong commitment to extend their practice within their setting in order to continue to support the development of children's care and learning. They have successfully addressed actions raised at the last inspection and have begun to work together as a team to assess, monitor and improve the service they provide for children, parents and carers.

What steps need to be taken to improve provision further?

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

- extend planning systems in order to provide an educational programme which provides play and learning experiences for children consistently across all areas of learning
- extend systems for using observation and assessment to clearly inform next steps in learning for every child
- develop systems for self-evaluation and reflective practice to further identify strengths and priorities for improvement that will continue to improve the quality of provision for children
- extend awareness of equality and diversity and make sure that children have opportunity to explore and discover the people and things around them.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure and welcoming environment. Staff assess and successfully limit risks on a daily basis and written risk assessments are well maintained and reviewed regularly. Children are safeguarded because staff are confident with the possible indicators of abuse and they are familiar with the procedures to follow should they be concerned about a child attending their setting. The manager ensures that procedures for recruitment, selection and induction for all staff and students are robust. Every staff member's suitability is checked prior to them having unsupervised contact with children and appropriate records are maintained. Secure procedures are in place to ensure the safe arrival and collection of children by an appropriate person. Children's records are appropriately maintained, well organised and contain all the necessary information to promote their care and welfare. Parents are provided with clear information as to how to make a complaint to Ofsted if they wish. Consequently, this ensures a safe and transparent service for parents and children.

The effective key worker system enables staff to establish positive relationships with children and their parents from the onset. Discussion with parents indicate that they value the care their children receive and are happy with their learning and development. They have access to a range of useful information including a copy of the settings prospectus, sight of an information board, newsletters and invitations to open mornings. They are encouraged to share and contribute their ideas and thoughts through discussion with staff and completion of regular questionnaires. Parents have access to children's developmental records as they wish and are invited to meet with their child's key worker to talk about their child's learning and development. Managers and staff have established links with other providers involved in children's care that also deliver the Early Years Foundation Stage. As a result, children receive a co-ordinated service. Suitable systems are in place to support children with special educational needs and disabilities and staff work closely with parents and other professionals to ensure children's individual needs are met. Staff are clear of their roles and responsibilities and support and supervise the children well in order to meet their individual needs and promote their safety. The premises are well organised and toys and resources appropriately presented to allow children to make independent choices of what they wish to engage in.

Staff are positive and enthusiastic in their roles which helps to create an enabling and beneficial play and learning environment for the children. Staff have come together as a team and have developed effective strategies for delegating key tasks and responsibilities. As a result, they are motivated and supportive of each other which in turn has had a positive impact on the outcomes for children. Staff demonstrate a commitment to improving their knowledge and skills through attendance at relevant training events. Regular team meetings and individual appraisals provides opportunities for staff to discuss and review practice issues and procedures. However, formal and consistent systems in order to continue to effectively monitor and self-assess are not yet in place. Consequently, action plans for ongoing improvement are not yet clearly established.

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

Children's health is effectively promoted as the staff encourage children to follow appropriate routines and they introduce ideas with regard to healthy eating. For example, they are supported in washing hands after visiting the toilet or before eating and are offered a choice of fresh fruit at snack time. A member of staff sits with the children and takes the opportunity to talk about why they need to wash their hands and why certain foods are good for them. Children learn about keeping themselves safe. For example, they are gently reminded to walk inside and to use tools such as scissors appropriately. Children are confident and secure within the environment and those new to the setting are effectively supported by staff members. As a result, children settle quickly and form positive relationships with their peers and adults.

Staff have a sound knowledge of the learning and development requirements of the Early Years Foundation Stage. They have implemented systems to observe and assess children to ascertain what they have learnt and need to learn next. However, these are not yet fully effective in helping staff have a clear and consistent knowledge of each child's stage of development and their next steps. Children generally enjoy a balance of adult led and child initiated activities and the key worker system enables staff to be flexible in order to respond to individual learning needs and interests. However, planning systems are not yet sufficiently robust to enable staff to be confident in providing play and learning opportunities consistently across all areas of learning. For example, access to play and learning opportunities for children to develop their problem solving, reasoning and numeracy skills are less accessible. Children have easy access to a balanced range of toys and resources and key areas highlighted within the play space. For example, a group of children play with in the home corner preparing 'food' and 'drinks' for each other and the member of staff who has joined in the game. Another group of children sit in the creative area where they have easy access to a range of materials, textiles and equipment where they are free to make and design their own pictures to take home and share with their parents. Staff and children engage in purposeful discussion which helps to develop children's language for communication and encourages them to think and ask questions. Children have easy access to a broad range of books and staff are pro-active in sitting with groups or individual children taking time to introduce both new and familiar stories to them. Children's creativity is promoted as they sing familiar songs and rhymes and they have access to musical instruments where they can experiment and make different sounds and rhythms. Children have access to a small outdoor play area but space is limited. However, staff take the children to the local park and also provide opportunities for children to use the large equipment, such as bikes, climbing frame and parachute indoors on a regular basis in order to promote children's physical development.

Children are valued as individuals and they are fully included in the setting. However, limited resources that reflect positive images of the wider society and staff's lack of confidence in this area means that children do not have consistent

opportunities to learn about the wider world and develop positive attitudes to people's similarities and differences. Children play happily and co-operatively at the setting and they have forged positive relationships with their peers and adults. Children generally behave well and are learning to share and take turns. Staff work well together to ensure unwanted behaviour is managed consistently and as a result, children understand what is expected of them. Positive behaviour and children's achievements are celebrated by both staff and children and new initiatives have been introduced to encourage parents to share their child's accomplishments from home. As a result, children feel confident and their self-esteem is effectively promoted.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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