

# Two Bees Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY398296
<b>Inspection date</b>	21/01/2010
<b>Inspector</b>	Alison Edwards

<b>Setting address</b>	Greenhill Community Church, Charnborough Road, COALVILLE, Leicestershire, LE67 4SF
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<b>Type of setting</b>	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

Two Bees Pre-School opened in 2004 and re-registered under its current ownership in 2009. It is run by a private proprietor and operates from Greenhill Community Church in Coalville in the district of North West Leicestershire, serving the local community. Children use the main hall for play with access to associated cloakroom facilities. Staff enclose an area at the rear of the building for children's outdoor play. The pre-school opens each weekday during school terms from 9.15 am to 1.00 pm. It is registered on the Early Years Register to care for a maximum of 38 children at any one time, and receives funding to provide nursery education to three- and four-year-old children. There are currently 31 children on roll of whom 21 are in receipt of nursery education funding. There are four regular staff including the proprietor. Of these, two hold recognised qualifications at Level 3, and one at Level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The proprietor and her staff work well with children's parents and carers, and with other relevant agencies in order to ensure a good shared understanding of each child's individuality. Staff's secure understanding of the Early Years Foundation Stage (EYFS) ensures that all aspects of children's welfare are satisfactory or better, and that children make steady progress in their learning in relation to their individual starting points. The proprietor and staff show continued commitment to build on their existing skills and practice, and have clear and well-targeted plans for the future. Consequently, the pre-school has good capacity to further improve the existing quality of provision for all children.

## What steps need to be taken to improve provision further?

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

- develop greater staff awareness of how to promote children's positive attitudes to diversity through activities and experiences that encourage children to recognise and respect individual and cultural similarities and differences and the reasons for these.
- regularly review children's surroundings and make appropriate adjustments to promote their safety at all times, with particular regard to considering which doors are locked and unlocked in order to effectively manage children's access to other areas of the premises
- review use of available time, activities and resources to consistently and fully extend children's independent and purposeful development with particular regard to children's language for thinking, their practical problem solving and awareness of everyday technology.

## **The effectiveness of leadership and management of the early years provision**

Overall, there are sound arrangements to safeguard children from harm. Readily accessible policies are in line with current national and local guidance, so helping staff to safely manage children's care. For example, staff know what child abuse and neglect mean, and understand their responsibility to follow agreed procedures in the event of any concerns about a child, or any allegation of abuse by a staff member. Systematic recruitment procedures are in place so ensuring that children are consistently supervised by vetted and suitably qualified staff. Required records are methodically kept and contain all required contact, care and health details for individual children. The pre-school also seeks written parental authorisation to obtain medical treatment in the event of an emergency. This ensures that staff are able to act promptly in children's best interests in the event of any accident or sudden illness. Children are cared for in suitably-maintained premises where they have ample space for active play and relaxation. Detailed and systematic risk assessments are undertaken and updated to identify how to reduce potential hazards to children's safety on the premises and on outings. However, in practice, staff do not always monitor the security of internal doors in order to ensure that children are unable to gain unsupervised access to other areas of the premises.

The pre-school establishes strong relationships with children's parents and carers in order to work together to support children's needs. Staff encourage new parents to make initial visits to the pre-school. This enables parents to see and discuss arrangements for children's care, and staff to gain relevant awareness of children's varying home circumstances and lifestyle. Staff value parents' knowledge of their own children's interests and abilities to help establish new children's initial welfare and learning needs, and to plan for and assess children's continuing progress. Parents have continuous access to their children's developmental records. They value regular opportunities to meet with staff to review children's progress and discuss ways to help them take the next step in their learning. Staff encourage them to contribute their ideas and suggestions through informal discussion, and are exploring more systematic ways to gain parental views, for example through satisfaction surveys. The pre-school works effectively with other local early years providers and other relevant agencies to help promote continuity and consistency in children's care. For example, children get to know staff from their future reception classes who visit the pre-school before children start school. The pre-school works with relevant local advisors and health professionals to support the inclusion of children with identified special needs and/or disabilities. Children already use a selection of resources reflecting some aspects of diversity, such as play figures with different skin tones and mobility aids. However, as staff have already identified, they are not yet fully confident in their own understanding of how to actively promote children's recognition and positive attitudes to individual and cultural similarities and differences.

Since re-registering the previous pre-school on this site under her sole ownership, the proprietor and her staff have made good initial use of previous advice relating to its earlier registration to improve the quality of provision for all children. For example, systematic arrangements are now in place to assess and plan for

children's continuing development, and to track how effectively the pre-school helps them make balanced progress across all areas of learning. The proprietor works hard to ensure that all adults with an involvement in the pre-school, such as those responsible for the premises, are aware of its responsibilities for children's care and learning. The proprietor has introduced systematic ways to accurately evaluate how effectively the pre-school meets children's needs, taking account of the current views of staff, parents and relevant local advisors. From this, she and her staff have identified well-targeted priorities for further improvements, so showing good levels of ambition and drive.

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

There are good arrangements to encourage children to develop a healthy lifestyle. Children enjoy choosing from a variety of healthy snacks such as fresh fruits, cheese and crackers, so helping to promote a nutritious diet. Staff plan and provide a varied range of physical activities, indoors and out, so enabling children to be active and improve their skills of movement, control and coordination. For example, children enjoy tossing hoops over cones, or steering wheeled toys when using the courtyard behind the premises, and show growing confidence and skill when climbing and sliding on soft play equipment indoors. Children show growing understanding of the reasons for good hygiene practices in daily routines, as they begin to talk about why they make sure their hands are clean before eating. Activities such as visits from local dental practices help children learn more about ways to keep themselves healthy, such as caring for their teeth. Staff encourage children to understand and manage their own self care needs, for example by talking with them about why they need coats when going outside on a cold day, and encouraging children to use and dispose of tissues independently.

Children generally show that they feel secure and settled within the pre-school through their confident dealings with adults and other children. They develop a sound sense of how to behave safely within the pre-school, for example as they handle small tools such as scissors appropriately, or as they steer wheeled toys to avoid each other. They gain growing understanding of safety in the wider world. For example, they walk sensibly and follow staff guidance on crossing the road when on local outings, and enjoy visits from local emergency services, introducing them to aspects of fire safety and the role of the police. External doors to the premises are kept secured, and staff carefully monitor arrival and departure times so that children only leave the premises with authorised adults. However, arrangements to prevent children gaining unsupervised access to other areas of the premises are less robust.

Staff give high priority to ensuring that they know children well as individuals. For example, they take good account of parents' knowledge of their own children's abilities, preferences and dislikes to supplement their own observations of children's needs. They are caring and responsive when dealing with occasional younger children who initially find it difficult to separate from their carers, or who become fretful towards the end of the session. This helps children to feel confident and valued, so enabling them to build good relationships with adults and other

children, and show growing independence and purpose in their choice and use of activities and play materials. For example, children confidently approach adults to identify their immediate needs, such as help with taking off a painting overall. They often show sustained interest in their self-chosen play, whether individually building a tower of bricks, or sociably playing a pretend 'picnic' game with other children. They begin to learn about some aspects of other people's individuality as they use resources such as play figures with different skin tones or mobility aids. They show care and concern for each other's needs, for example as they carefully help each other fasten their outdoor shoes. Staff encourage children to take some simple responsibilities, for example by pouring their own drinks, or helping to tidy toys away. They make use of a range of methods, including explanation and use of picture cue cards, in order to help children of varying levels of maturity understand what is expected of them.

Staff take account of their knowledge of individual children's abilities and interests to plan and provide a generally balanced programme of activities helping children to make steady progress in their learning. Consequently, children are establishing a sound basis for their future skills. For example, they begin to use number names in simple action songs, and show growing practical awareness of shape and size as they build towers of bricks, or fill and empty different containers. They often show interest in shared books and stories, and begin to use short phrases to express their immediate needs and ideas. They begin to make recognisable symbols and letters, for example when trying to write names on their drawings or paintings. Children begin to show interest in items such as toy cameras or phones in pretend play, and begin to learn about their local neighbourhood when going on local walks. However, activities, resources and staff time are sometimes not yet used to full effect to consistently challenge and extend children's practical problem-solving skills, their use of language for thinking, or purposeful use of everyday technology.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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