

Busy Bees Nursery and Pre-school

Inspection report for early years provision

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Busy Bees Nursery and Pre-school was registered in 1998 and moved to new premises in 2003, in a mobile classroom, which is located next to the village school. The group serves a very rural community on the Herefordshire/Powys border. A maximum of 24 children may attend at any one time. The setting is open each weekday from 08.00 to 17.30 all year round. All children share access to a secure outdoor play area. There are currently 50 children aged from three months to under five years on roll. Of these, 21 children receive funding for early education. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 10 members of staff, eight have a Level 3 qualification, one has Level 2 and the remaining staff member is working towards this. The setting is a member of the Pre-school Learning Alliance. There is a ramp at the front of the building for wheelchair/pushchair access. The group is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are links with the Early Years Foundation Stage in the school on site.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Busy Bees Nursery and Pre-School offers good quality care for all children and provides an interesting and stimulating environment for children to promote their learning and development. The setting is well organised and careful thought is given to the range and variety of experiences offered. This means children are frequently engaged and motivated by what is provided and this includes from when children first attend before their second birthday. The management and staff have evaluated the provision objectively and this has revealed aspects for future development. The pre-school is therefore well placed towards continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance resourcing of the outdoor area
- develop information and communication technology to provide more opportunities for the children to experience the wider community beyond the setting.

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision are good. Arrangements for keeping children safe and secure within the setting are backed with effective policies and procedures. These procedures are reinforced by a well-

organised approach which includes regular updating of records and note taken of any incidents or concerns which might affect the children's well-being. Appropriate checks are made to ensure those working with or having contact with children are suitable, fire drill procedures are made clear, particularly to visitors, who are also required to sign in on arrival. Careful note is made of the arrangements for collecting children when it is time to go home.

There is a shared vision and embedded ambition of what the next steps are to ensure continuous improvement of the provision. Self-evaluation has been tackled in a systematic way involving all staff and children's views are sought and acted upon. The self-evaluation document is very comprehensive, has an objective view of the provision and puts across the message of reflective practice, leading to the clear identification of targets for improvement. This is backed by a systematic action plan to ensure all the welfare requirements for the Early Years Foundation Stage are met. The recommendations from the previous inspection have been addressed successfully.

Training needs are identified and three staff members have been trained in the Early Years Foundation Stage and this has been cascaded to other members of staff through in-house training. Resources are considered carefully and chosen to reflect diversity and also to give the children a sense of belonging. The manager, ably supported by the staff, ensures that inclusive practice and a positive attitude towards the diverse nature of today's society are acknowledged and promoted. The resourcing for information and communication technology has been identified as in need of upgrading, especially to give the children a wider perspective beyond the setting. However, the group ensures that children go on visits and trips as much as possible and also that visitors come into the setting to share their experiences and skills, for example for the children to sing with a guitar accompaniment. Staff are well deployed to care for the children at all times and adjustments to staff rotas are made as required. There is a good partnership with parents, who feel informed about what their children are doing and the progress they make. Other partnerships with outside agencies are fostered to support the children's learning and development. The partnership with the school on site is also good and the reciprocal arrangements and sharing the children's comprehensive 'learning journeys' mean that transition for children when they first start school has been eased. The links are productive and the children from both settings have enjoyed a Teddy Bears picnic and also produced a CD of their singing.

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

The quality and standards of the early years provision are good. From a very young age children are engaged and motivated by the activities offered and they are well cared for in the setting. They have access to a range of good quality, age-appropriate toys and use these well. For example, the children under two years of age can handle books very well with help from the attentive staff. This enables them to develop basic skills from an early age.

Keeping healthy is promoted well, for example the children are offered drinks regularly and tended to if they indicate they are thirsty, whilst older children can help themselves to water during the session. Rest times are considered carefully and the sleep area for the youngest members of the group is made comfortable with blinds and children have their own bedding. The setting is well organised and made interesting, with displays of the children's creative work. Staff interact well with the children and reinforce vocabulary and language. Children are happy and content, make good eye contact and interact with adults from when they first start in the setting in this bright, airy and stimulating environment.

At snack time children are offered a healthy snack such as raisins, fruit, water and milk. Older children are encouraged to serve themselves if possible and all the children behave very well making a positive contribution to making the occasion sociable. All children are included in the range of activities provided, staff chat and interact well with the children, whilst tending to their needs and acknowledging their interests. Children's achievements in drawing and mark making indicate the progress made from when they first use media to paint and make marks. A good range and a variety of activities are provided such as role-play, using the computer and dressing up. There is access to the outdoor area, for all ages and the children enjoy these sessions as they are relaxed and content in an area which makes them feel safe, secure and happy, the older children especially take advantage of the opportunity to be energetic and active outdoors, which also contributes to a healthy lifestyle.

The outdoor area is well used and organised to provide a range of activities for the children to explore and develop their coordination and control. For example, they thoroughly enjoy using the selection of bikes, scooters and push along toys safely to master their skills in turning, stopping and negotiating space and other children. There is some equipment for children to climb and balance, but from the setting's self-evaluation it has rightly been judged that this does not provide sufficient challenge for the children as they grow and develop. Plans already exist to address this and provide additional resources for the children to use outdoors.

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	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

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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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met