

# Busy Bees Kindergarten

Inspection report for early years provision

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EY397961

**Inspection date**

12/01/2010

**Inspector**

Deborah Kerry

**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*.

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## **Description of the setting**

Busy Bees Kindergarten opened in 2009 and is privately owned and managed by a CIC. It operates from two rooms in a primary school in Lawford, Essex. A secure enclosed outdoor area is used for outdoor play activities. The building is accessed via a ramp.

A maximum of 40 children aged from two to under five years may attend at any one time. There are currently 69 children attending who are within the Early Years Foundation Stage (EYFS) age group. The group is open five days a week from 8.55am to 2.55pm term time only.

This provision is registered on the Early Years Register.

There are ten members of staff. Of these eight hold appropriate early years qualifications and one member of staff is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by staff. Children's individual needs are fully understood by staff and through regular observations their interests and the next steps in their learning is identified and included in the weekly plans. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that each child's needs are fully understood and can be supported. The setting has established effective procedures for evaluating and monitoring their good practice so ongoing improvements are clearly identified.

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

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

- review the organisation of the daily routine to encourage children's understanding on caring for their environment, their independence and self care skills, this is in relation to tidying away resources, pouring their own drinks, handing out cups and plates.

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

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff have a good understanding of their responsibilities so that maintaining children's welfare remains a high priority. Risk assessments ensure that all areas are safe for children to access and there is an action plan in place for any identified risks. The daily

check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is effectively promoted.

There is a comprehensive range of policies and procedures in place to support the clear aims of the kindergarten which are shared with parents. Through the notice board and regular newsletters, they are kept fully informed about what is happening at the kindergarten to ensure they are involved in their child's early education. Parents' views are sought through annual questionnaires when deciding on any changes to practice, ensuring that they are kept involved and their views acknowledged. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's records with staff at any time. Parents are encouraged to add comments about their child's learning and development at home. Staff have regular play plan meetings with parents to discuss their child's progress and future learning. The staff work well with the local primary school to ensure that they are provided with appropriate support for a smooth transition when they start. They have regular meetings with other providers delivering the EYFS the children attend to develop links and exchange information on children's learning and development. This will ensure children's needs are fully supported and for the continuity of their care.

The kindergarten have effective systems in place to evaluate their practice. They ensure that all staff and parents' views are sought to ensure improvements have a positive effect on children's learning and development. Staff are fully supported in their training. This helps to enhance their knowledge and experience to ensure outcomes for children's learning and development remain positive. The self evaluation shows the kindergartens commitment to positive improvement and includes areas for ongoing development.

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

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Staff sit with children at snack time making it a social occasion asking them questions which helps to promote their thinking. However, staff hand out food and pour children's drinks which limits their opportunities to develop their independence and self care skills. Children have developed a good understanding on why they need to wash their hands before eating or after using the toilet. They wash their hands or use antibacterial gel to ensure that their hands are clean. Children have regular access to the outside play area where they can access a range of equipment to promote their physical development. This helps children learn about developing a healthy lifestyle.

Children are provided with a wide range of resources and activities to promote their learning and development. Staff are fully involved with the children which ensures that they can get the best from the activities provided and make good progress. However, children have limited input at tidy up time to learn about taking responsibility and caring for resources and their environment. Children are learning to share and take turns with resources and activities. Children

communicate well with each other and through effective questioning by staff they are developing their thinking skills. Children enjoy looking at books. They handle them carefully and know that words are meaningful. Children are provided with resources that show positive images of the wider world. They participate in activities based on the beliefs of others through celebrating different cultural festivals during the year. Children are reminded to sit on their bottoms when sitting on chairs. This helps children to develop an understanding on how to keep themselves safe and prevents accidents. Children know that they need to dress up warmly before playing outside in the snow, they explore and talk about the change to their environment the snow has made and build snowmen. Children enjoy experimenting with paint, they mix colours together and notice the change and use their hands to create different patterns and shapes.

Children are confident communicators and eagerly share what they are doing with staff and other children. There is lots of interaction between the staff and children to develop their vocabulary and speech. Children have access to a range of resources for mark making to promote their early writing skills. They enjoy listening to and joining in with songs and action rhymes which helps to develop their language and physical skills. All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's interests to support their progress. They undertake regular observations on children to identify their interests and the next step in their development, which are included in the weekly plans. The planning includes a mix of adult and child initiated activities to promote children's individual interests and learning. Children's records show what they can do, have achieved and are clearly linked to the six areas of learning and show how children are making good progress in their development.

## 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>	2
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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
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	1
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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