



Busy Bodies Pre-School

Inspection report for early years provision

Unique Reference Number EY274544
Inspection date 16 January 2006
Inspector Deborah Ann Benn

Setting Address St.Peters Church Halls, Aldborough Road North, Ilford, Essex,
IG2 7SY
Telephone number 020 7871 2872
E-mail
Registered person Jean Ann Phillips
Type of inspection Integrated
Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Busy Bodies Pre-School opened under current ownership in 2003. The Pre-School operates from two rooms within St Peter's Church Hall and is within walking distance of transport facilities, schools and shops. The Pre-School serves the local area.

There are currently 41 children from 2 years to 4 years on roll. This includes 19 funded 3 year-olds and 5 funded 4 year-olds. Children attend for a variety of sessions. The pre-school supports a number of children with special educational

needs.

The group is open Monday to Friday during term time only. Sessions are from 09:30 until 12:30.

There are nine staff working with the children. Over half the staff have early years qualifications to National Vocational Qualification level two or three. Two members of staff are currently working towards a recognised early years qualification. The group receives support from a teacher and development worker from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment, the provider has developed a good working relationship with the cleaner and together they ensure that hygiene standards are maintained, particularly in areas such as the toilets and kitchen.

Good procedures are in place to promote children's good health and well being. The first aid box is appropriately stocked and readily available, documentation is clear and well utilised to ensure that full information is kept about each child's health needs. All accidents and medication administration is appropriately recorded and countersigned by parents. A number of staff hold current first aid certificates, ensuring that there is always an appropriately qualified person available to deal with any accidents and further supporting children's welfare.

Fresh water is available for children to drink throughout each session as well as small group times where fresh fruit and a choice of milk or water provides children with healthy snacks. However, opportunities are missed for children to learn independence as drinks are poured for them which limits development of children's self help skills. Children are learning to use small tools such as scissors and glue sticks and take part in vigorous activities daily, such as running and pedalling. However these do not consistently develop children's skills, as activities are not consistently extended to provide for older or more able children. Good use is made of the garden area for children to run and play in the fresh air in the warmer weather.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted because staff are vigilant at reducing risks and minimising hazards. Daily risk assessments of the play rooms and outdoor environment are effective at keeping children safe, for example high fences are secured daily to ensure that strangers cannot access the garden area and door alarms ensure that staff are alerted if children open a door to an area not being used. Children are cared for in a safe and very secure environment where all visitors are monitored and recorded.

Children move between the two main play areas freely, low level furniture means that children are able to access activities easily and good use is made of the space available to ensure that children have room to play. A range of toys and play resources are made available daily, staff checks make sure they are clean, safe and age appropriate. The wide range of good quality books are attractively displayed and easily accessed by both staff and children. However, some areas are poorly resourced, they are not consistently interesting or inviting, which sometimes impacts negatively on children's behaviour and learning.

Staff show a good knowledge and understanding of child protection issues which helps them protect children from harm and neglect. The whole staff team are aware of their responsibilities regarding child protection, good use is made of local training opportunities to ensure that knowledge is kept current and staff are clear about necessary procedures to follow if they have concerns regarding a child's welfare. Appropriate policies and procedures are in place and contact numbers readily accessible.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter the pre-school happily, they are aware of the daily routines and confidently take part in activities. Adults and children greet each other with warmth, they enjoy each other's company and respond with appropriate affection. Children respond with glee as they take part in practical activities, such as playing with bubbles or listening for "the sea" in a shell and show their pleasure and self confidence within the setting as they sing to themselves whilst playing with sand or painting freely.

Children relate easily to each other and behave well, learning to share toys and take turns with resources such as the trikes or at table top activities. They concentrate very well when activities are interesting and well organised, such as small group story times, when they are appropriately engaged and challenged by skilful questioning. However, some of the whole group activities do not consistently meet the needs of all of the children and their play can lack purpose.

Nursery Education

The quality of teaching and learning is satisfactory. Staff provide an appropriate range of activities and experiences for the children. The level of challenge is sufficient to interest most children and enable them to make satisfactory progress. However, limited planning means that activities do not consistently challenge older and more able children. Assessments are carried out and children's progress toward the early learning goals is clearly recorded, however these are not used effectively to plan how to support children to move forward.

Children are learning to count and understand numbers through practical experiences. They confidently count when joining in with number rhymes and games such as "One elephant went out to play" and "Five little ducks went swimming one day". Their understanding of numbers is further reinforced as they take part in routine

tasks such as working out how many children are already taking part in the activity and comparing that with how many may take part at any one time. Children are beginning to recognise their own names and link sounds and letters, however they have limited opportunity to see the practical application of the written word within other activities.

Children are beginning to learn about the wider world through projects such as using a map of the world to trace where members of the group come from and use everyday technology through role play resources such as toy telephones, kettles and tills. Although they do have access to a tape player, their opportunities to use programmable toys are limited. Children enjoy expressing themselves through creative activities and explore different textures with pleasure.

Helping children make a positive contribution

The provision is satisfactory.

Staff use praise and encouragement well. They give clear indication as to what it is children are being praised for and help children to understand the importance of thinking about the consequences of their actions for their own safety and the happiness of others. As a result, children's behaviour is generally good and they concentrate well, but they occasionally become bored and this impacts on their behaviour, although they respond well to staff involvement.

Children's social, moral, spiritual and cultural development is appropriately fostered. They learn about diversity through the use of resources and displays which reflect different skin tones, cultures and languages as well as projects such as making cards for Eid and divas for Duwali.

Children with special educational needs are adequately supported, staff give individual support and the pre-school Special Educational Needs Co-ordinator (SENCO) actively seeks advice from the Early Years team via the local authority.

Children benefit from the positive relationship between staff and parents. Parents feel very comfortable in the setting, they are actively involved in settling their children and are encouraged to help in the group if they would like to. Parents receive written information about the setting when their child starts attending and regular newsletters to keep them updated.

The partnership with parents of children who receive nursery education is satisfactory. Parents are made very welcome in the setting and see their child's "Busy Book" daily. However, they are given little information about the Foundation Stage of Learning and there are no formal systems in place to ensure that they are kept informed about their child's progress toward the early learning goals.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children

benefit from the way in which the large amount of space available is used, providing different areas for different types of activity and giving space for children to play freely. However, the organisation of some of the individual areas lacks inspiration. The familiar pattern of the session gives children structure, helping them to gain a sense of time as well as comfort. However, the use of a large group for some activities is not consistently effective to ensure that each child gets the most from every session.

Documentation is clear and well organised, all necessary paperwork is current but some is not readily available. There are appropriate systems in place to ensure that checks are carried out on all staff and a clear employment and induction system in place. Individual staff annual appraisals are used to identify ongoing training needs.

Leadership and management of nursery education is satisfactory. Staff are supported and encouraged to undertake further training, although not all staff have yet had training in the Foundation Stage. The provider ensures that information is made available and actively seeks further training. However, there is no formal system in place to monitor the delivery of the Foundation Stage and observations of children's progress are limited and not used fully to effect planning.

Improvements since the last inspection

Not applicable for care. However at the last nursery education carried out in 2004 key issues for improvement were noted regarding improvements in planning to clearly identify learning intentions; to extend opportunities for children to record numbers and learn about how things worked through practical application and the use of programmable toys; to develop assessments and records to show children's progress and to give parents more information about the Foundation Stage curriculum.

Planning systems were reviewed, but do not consistently include learning intentions. Activities to include recording numbers and to learn about how things work, have been increased but are not frequent. Resource books informing about how things work have been increased and children's opportunities to take part in experiments have increased but are still infrequent. Assessments are now dated. Enquiries have been made about designing a parents guide to the Foundation Stage, however this is not yet in place.

Although all recommendations were initially addressed and considered, improvements have not been fully achieved, some weaknesses still remain and are included within recommendations from this inspection.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the grouping of children consistently meets their needs and does not adversely affect the care of others
- improve the presentation of resources particularly in the role play and graphics areas to provide a more inviting and interesting environment which encourages children to participate purposefully

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to understand the many purposes of the written word and enjoy mark making within their play
- improve the use of assessments and planning to ensure that children's progress is effectively monitored and supported
- provide more opportunities for parents to be kept informed of their child's progress and how they can be actively involved in their child's education

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk