



## **Busy Bees Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY281439
<b>Inspection date</b>	18 October 2005
<b>Inspector</b>	Clare Moore
<b>Setting Address</b>	St. Annes Community Centre, Warrys Close, Hythe, Southampton, Hampshire, SO45 3QR
<b>Telephone number</b>	07747547642
<b>E-mail</b>	
<b>Registered person</b>	Busy Bees Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Busy Bees Pre-School registered in 2004 at its current location. It was previously operating from Dibden Purlieu. It is located in the Hythe area of Southampton. The pre-school is run by a voluntary management committee and serves the local community. It operates from 2 rooms in a church hall, with an enclosed outdoor play area. A maximum of 26 children may attend the setting at any one time. The pre-school operates on Monday, Tuesday, Wednesday and Friday from 09:30 - 12:00

during term times.

There are currently 12 children aged from 2 to under 5 years on roll. Of these, 10 children receive funding for nursery education. The pre-school supports a number of children with special educational needs and who speak English as an additional language.

There are three staff employed to work with the children. There is one member of staff who is qualified and one member of staff who is working towards a relevant childcare qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is very effectively promoted. They are served with nutritious foods at snack times. Fruit is offered and a choice of water or milk to drink and quench thirst. Specific needs of children such as allergies and sensitivities are carefully recorded and good systems are in place to ensure their needs are met.

Children are able to select vigorous activities or to engage in something quieter according to their needs. They enjoy exercise and physical play in the hall and outdoor area with a variety of activities, which gives them opportunities to balance, climb, run, throw and catch balls, use ride-on toys and play games. This helps children to develop physical skills and to keep fit and active. Children make good progress in their physical development as they use their bodies in different positions when taking part in action rhymes and music and movement. They develop fine control when they use paint brushes, scissors, glue spreaders, crayons and tools for working with sand and play doh.

Children are cared for in a comfortable clean environment and they learn about the need for good personal hygiene. Children's toys and equipment are clean and well maintained. Children are helped to be independent by managing their toilet needs and washing their hands as soon as they are able to with sensitive support from staff. An effective sickness policy helps to prevent the spread of illness and cross infection.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Risks to children are minimised effectively because the setting has a high level of security. Risk assessments are carried out regularly both indoors and outside and most aspects are included. Medicines and cleaning materials are stored safely. Fire safety procedures are clear and there are clear records of when the premises are evacuated, though this has not been achieved recently. First aid kits are available and one member of staff is qualified in first aid so that action can be taken to treat children in the event of an emergency. Children are carefully supervised during the

time they spend in the care of the pre-school. Children learn to become aware of safety issues such as walking rather than running indoors and using equipment safely such as the slide and climbing frame. This helps them to take responsibility and also prevents injury to themselves and others.

Staff have a clear understanding of Child Protection Procedures which helps to ensure that children's needs are met.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are relaxed and happy at the pre-school due to carefully considered settling in procedures and attention to individual needs. Children are confident and demonstrate a sense of belonging as they arrive and exchange greetings with staff.

Children spend their time purposefully in a variety of ways, which helps them to enjoy their time at the pre-school and maintain motivation and interest. They enjoy books, games, music and there is a broad variety of resources, for example paints, play doh, construction, small worlds and role play sets. A selection of toys and equipment is accessible to children from storage. Children explore sound using musical instruments and texture using corn flour and water and a wide variety of craft materials. All children are supported in developing language skills because staff talk and listen to them. They enjoy songs, rhymes, books and stories.

### **NURSERY EDUCATION**

The quality of the teaching and learning is good. The 3 and 4-year-olds are making sound progress towards the early learning goals. Children enjoy their activities and can freely access activities from resources that are set out. Children use their imagination when they explore paint, play with small worlds and construct. They enjoy rhymes, puzzles, books, stories and games which help them to practise number and language skills. Staff meet together and share their ideas to contribute to topic and activity plans. There are opportunities for children to become independent in most aspects of self-care but this is not often extended to snack times.

Children are motivated and interested in what they do, for example they are captivated as they mix corn flour with water, add food colourings and observe the colours swirl and blend. They enjoy imaginative play when they use the role play area as a home corner, hospital and shop. They explore with painting, using different methods to apply the paint, grow beans from seeds and use a variety of construction.

Children are becoming confident speakers and listeners. They practise and develop skills as they take part in conversations with staff and other children. Their vocabulary is extended through talking about the weather at registration and talking through activities, for example the texture and movement of the corn flour mixture. Staff encourage them by asking questions, making suggestions and offering encouragement. Children learn about numbers through number rhymes, games and practical activities such as counting up how many children and adults are present and comparing the results. They explore space, shape and measure as they wriggle

through tunnels, compare shapes and see what will fit when they dress up. They enjoy books and stories because the staff involve them. They take part and respond enthusiastically, for example “twitching their whiskers” and joining in with rhyming words with the story “Very Bouncy Bear”. Their enjoyment of books is further enhanced through visits from the librarian who uses props to bring the stories to life and make them more interesting. They practise reading skills when they identify and match their names as they arrive and look at words and letters in displays of current themes, for example Humpty Dumpty. They practise writing when they label their work and have frequent opportunities to make marks and lists in role play. Written observations and records clearly show children’s achievements and this information is used to plan the next steps of learning. Plans are clearly linked to the areas of learning to ensure coverage across the whole of the curriculum.

### **Helping children make a positive contribution**

The provision is good.

Children behave very well, they enjoy playing together and they develop a sense of responsibility by helping to tidy away before snack times. Younger children are supported with sharing and taking turns, which helps them to work harmoniously with others. Children develop a positive attitude to difference when they explore a variety of festivals, foods and try using implements such as chop sticks. Spiritual, moral, social and cultural development is fostered.

Children are valued as individuals. They are happy and settled. They play together well, enjoy each other's company and are at ease with the staff. Children with special needs are welcomed and are very effectively supported as staff are qualified in this area. Staff have also established links with other agencies for support and further expertise.

The partnership with parents and carers is good. Parents are warmly welcomed into the setting to help settle children and provide information about home routines, health and interests. This helps children develop confidence, feel at ease and develop a sense of belonging. Children enjoy attending and arrive confidently, looking forward to the session. Parents are given ideas to help them to be involved in children’s learning. They are given clear information about how the setting runs, the early learning goals and information about activities through informal discussion, the prospectus and newsletters. They are invited into the setting to discuss children’s progress reports and are welcomed if they can offer voluntary help or support.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are supported because staff spend much of their time working directly with them, know them well and are quickly responsive to their needs. Space and resources are organised appropriately with different areas used for different activities, for example sand and water play, role play, comfortable book area and a computer. Storage is

clearly labelled and some is accessible to children so that they have opportunities available to self-select.

Policies and procedures are readily available, shared with all staff and accessible to parents, which contributes to children's well-being in the nursery. All of the required documentation is maintained to a good standard and there are comprehensive recruitment and staff development procedures to cover all aspects. Staff are encouraged to share their ideas and take an active role in their professional development.

Children can be treated in the event of an emergency because permissions have been obtained from parents to cover medical treatment or advice.

The leadership and management are good. The staff team work well together and are committed to continuing to develop, reflect upon and improve education and care. Representatives from the setting attend meetings with local nurseries, pre-schools and an advisory teacher to share good practice.

### **Improvements since the last inspection**

At the last inspection the pre-school was asked to ensure children can access a range of play equipment and activities to enable them to make choices and have access to non-adult led creative activities. This has been achieved. Children now have a broad variety of activities offered to them which includes creative activities that they can use in their own way to develop their imagination.

They were also asked to develop an action plan to meet staff qualification requirements and this plan is currently being executed.

In addition they were asked to ensure cleaning materials and a heater could not be accessed by children. This has been achieved by removing the items, which helps to keep children safe.

### **Complaints since the last inspection**

There are no complaints to report.

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**

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The quality and standards of the nursery education are good.

## 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):

- develop the risk assessment to specifically include the climbing frame and take appropriate action to reduce the level of risk
- activate the system to regularly practise and review the evacuation procedure

### **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):

- develop snack time to include more opportunities for children to be independent and to extend learning.

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](http://www.ofsted.gov.uk)