

Busy Bees Seahouses CIC Ltd

Inspection report for early years provision

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Inspector

Clive Petts

Setting address

Seahouses First School, Main Street, North Sunderland,
SEAHOUSES, Northumberland, NE68 7UE

Telephone number

01665 721703

Email

busybeesseahouses@btconnect.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Seahouses CIC was first registered in April 2004. The setting is situated in mobile accommodation on the village's First School site and serves the coastal village of Seahouses and the surrounding rural area. The setting provides care for a maximum of 26 children from six weeks to under eight years. There are a maximum of six children under the age of two years and three under one year. It operates between 9am and 5pm each weekday, all the year round. The opening times can vary as parents may request pre-school, after school and holiday care for children up to eight-years-old. There are currently 49 children on roll, 13 of whom are in the Early Years Foundation Stage. There are five full-time members of staff and one part-time member of staff. All hold appropriate qualifications including: a Foundation Degree in Early Years practice; Nursery Nurse and paediatric first aid qualifications. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good in this happy, friendly and enjoyable atmosphere. Children feel confident and safe and are keen to learn and play. An experienced, skilled team of staff promote learning well and make sure all are included in the activity provided. Systematic observations and assessments carefully check children's development and learning, and as a result, all children make good progress. Good partnerships with parents and the host school contribute effectively to the high quality learning experience. The self-critical and reflective leadership and management team ensure improvement, although formal, robust self-evaluation systems are at an early stage of development.

What steps need to be taken to improve provision further?

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

- establish systems to evaluate the quality of the outcomes for children to drive continuous improvements to learning and play
- improve the range of learning opportunities and experiences to promote children's understanding of diverse cultures and beliefs in the wider world.

The effectiveness of leadership and management of the early years provision

Safeguarding policies meet requirements and ensure that all children are healthy and safe. Systems and requirements are well supported by thoughtfully planned staff training. Managers recognise that these safeguarding procedures and practice require close monitoring and regular, robust quality assurance. As a result, the staff continually demonstrate confident, consistent practice and are very aware of

their responsibilities if they have any concerns or worries about the welfare of children.

The management team also provide a clear vision and direction for this skilled, energetic, effective team of staff who work closely together to provide a positive climate for learning. All staff are involved in regular review meetings, which consider the quality of the outcomes for children. However, identification of strengths and areas for improvement is accurate, formal systems of self-evaluation are at an early stage of development. Staff demonstrate an intimate knowledge of each child's needs and interests which enables all children to be well supported in all their learning and play. Competent planning takes account of the range of children's needs and interests and helps plan the next stages of their learning. There are very good relationships with parents, who have trust and confidence in the setting. This results in regular, positive exchanges of information and shared observations of children's progress and development. Staff promote equal opportunities well ensuring that all children are fully included and achieve well. Effective use is made of the available local authority early years support and Sure Start expertise to ensure that the leadership ambitions for improvement are progressively achieved and sustained.

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

From the moment they arrive in the setting, children make good progress in the warm, friendly atmosphere that the staff provide. A good balance of adult-led and child-initiated learning is maintained through the day. Observations of the children's good achievements are thoughtfully recorded, assessed and compiled into a learning journal. However, there are times when opportunities are missed to add to the pattern of regular observation and assessment across all learning areas. The rate of progress that each child makes, regardless of their background or start point, is similar. This includes the progress made by children from challenging circumstances or those who are potentially vulnerable. One of the strategies used to meet the diversity of needs is the allocation of a key worker. This ensures that parents enjoy a positive point of contact during arrival and finish.

Children are encouraged to be active in their learning and think and talk about their experiences. During activity and play they demonstrate confidence and independence, for example, going to the home corner and preparing a drink and a snack. They are polite and helpful when talking to visitors and are happy to explain what they are doing, including building a train track with a 'dark' tunnel. They recognise the benefits of a drink of milk or water and fruit as part of a healthy snack. They know it is best to clean their teeth after eating chocolate and understand the importance of good hygiene habits after 'dirty' play and before eating food. As one child explained, 'we need to remove the germs and the nastys', and pointing to the space between their fingers as they spoke. The children also enjoy learning about their local community, for example, visiting the harbour to watch the fishermen unload their catch. However, whilst a firm focus on speaking and listening provides a good basis to their early reading and writing, they have restricted experiences of different cultures and beliefs in the wider world

around them. Staff do however, encourage the children to describe their experiences, for example, when painting a picture of their favourite animal. Motor and coordination skills are developed in a range of tasks and activities indoors and outdoors. 'Wake and shake up' sessions are used to good effect during breaks in play and learning. Computer stations add further to the opportunities to develop future life skills. All children behave really well and are happy to share their ideas, toys and equipment with each other. The setting meets the requirements of the Early Years Foundation Stage well.

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	3
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	2
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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