

Botley Bees Pre-school

Inspection report for early years provision

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110037

Inspection date

11/06/2010

Inspector

Coral Hales

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).

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Description of the setting

Botley Bees is a committee-run pre-school and operates from the Market Hall in Botley Square on the outskirts of Southampton. The pre-school serves the local area with most children attending living locally. They are registered on the Early Years Register. Sessions run in term time only from 9 am to 12 noon, with a lunch club running until 1 pm on Tuesday, Wednesday and Thursday.

A maximum of 26 children may attend at any one time. Currently there are 36 children on roll, with three-and four-year olds funded for early education. Children attend for a variety of sessions. The pre-school supports children who have special educational needs and/or disabilities and children for whom English is an additional language.

There are six staff employed to work with the children, five of whom have appropriate early years qualifications. The setting receives support from advisory staff from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the setting and make good progress towards the early learning goals given their starting points and capabilities. All children's needs are met appropriately including those with learning difficulties and/or disabilities and those with English as an additional language as all are supported by caring and experienced staff. Staff are starting to use self-reflection as a tool to identify their strengths and priorities for development. Systems used, however, are not yet robust enough to ensure all weaknesses are recognised. The staff demonstrate that they have the ability and capacity to maintain continuous improvement. Partnerships with parents and carers are well established and links with other providers are being developed.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 25/06/2010

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

- develop further the systems of self-evaluation to identify the settings strengths and priorities for development that will improve the quality of

provision for all children

The effectiveness of leadership and management of the early years provision

A suitable safeguarding policy is in place. Staff are clear about procedures to follow if they have concerns regarding child protection issues and senior staff have attended advanced training. The provider has, however, committed an offence by failing to notify us of changes to the individuals making up the committee. On this occasion Ofsted does not intend to prosecute. Children are helped to remain safe by staff who are vigilant about safety issues, for example, doors are protected, visitors recorded and regular risk assessments are carried out. However, a written record is not maintained as required.

The staff as a team understand the need for reflective practice and have made suitable use of the Ofsted self-evaluation form. Staff do not, however, identify all significant issues. However, staff are clear about their roles and responsibilities and are well deployed throughout the setting. They work extremely well as a team to provide an effective learning environment. There are effective systems in place to ensure that staff are fully inducted and their training needs are identified through discussion and at appraisals. Staff are qualified and motivated, and demonstrate enthusiasm and commitment to the setting and helping children to learn. Activities are equally accessible to all children and the Special Educational Needs Co-ordinator is proactive along with all staff in recognising and meeting all children's individual needs.

Effective links are in place with the local school and the children have been invited to attend sports day events. Staff continue to develop links with other settings that children attend. Staff have developed friendly working relationships with parents and regular exchanges of information take place. This ensures that staff are aware of children's 'wow' moments and achievements at home. Required policies and procedures are in place and made available to the parents. Most are in line with the Early Years Foundation Stage framework.

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

Children are well occupied and are active, inquisitive learners. They move around the large play room freely, choosing their own activities and tasks. They are supported by caring, enthusiastic and motivated staff who fully involve themselves in the children's play. This very effectively promotes learning and ensures that activities are stimulating and fun. Staff have a secure understanding of the Early Years Foundation Stage framework and implement it effectively. Sensitive observations are carried out regularly and well-maintained records clearly show children's progress and identify their next steps.

The space within the pre-school is utilised really well and offers a very welcoming

and stimulating environment with a good range of colourful, topical and interesting resources available for the children to use.

Children have good language skills which they use well to describe, for example, 'that when playing with Granddads' toy trains you must be very careful as they are very special'. Children have many opportunities to make marks to represent meaning. For example, children sit with a member of staff happily attempting to write letters in their book that they have created about dinosaurs. Staff introduce the children to reference books and these are then used effectively to extend their learning and develop understanding that print carries meaning.

Children demonstrate good imaginative play using, for example, the small world railway set and together they plan and predict what they want the finished result to be. They are confident in their ideas, with one telling the other 'no, that piece does not go there.'

A wide range of equipment is available for children to learn about how things work which also introduces them to simple technology. For example, they take it in turns to be the photographer of the day. They use the digital camera to take pictures throughout the session and are keen to share the result with the staff and have lots of fun showing the other children. Such activities help children develop good skills for their future lives.

Children benefit from the healthy and nutritious snacks provided. Staff promote healthy eating and share their ideas with parents. Children bring their own packed meals when they attend the lunch club set up to help prepare them for school routines. Large climbing equipment is provided that promotes and develops children's physical skills as the setting does not yet have an outside area. Staff also introduce the children to, for example, parachute play which they really enjoy.

Staff help children by example to learn about how to keep safe. Regular fire drills are held and these ensure children become aware of the correct procedures to follow in an emergency. Staff encourage the children to make decisions and choices to develop their independence and confidence and are on hand to guide and support at all times. They are good role models to the children, who behave 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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| 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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| 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

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| 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 | 3 |
| 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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