

Buzzee Beez Pre-school Ltd

Inspection report for early years provision

Unique reference number

EY405399

Inspection date

14/07/2010

Inspector

Sandra Daniels

Setting address

Trinity United Reformed Church, Harberts Road, Harlow,
CM19 4EU

Telephone number

07729 121702

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Buzzee Beez Pre-school opened in 2002, before changing ownership to Buzzee Beez Pre-school Ltd in 2010. It operates from three rooms within a Church building located in the Hare Street area of Harlow, Essex, which has a ramp to the rear to allow easy access for people with disabilities. The pre-school is registered by Ofsted on the Early Years Register and a maximum of 26 children may attend at any one time. There are currently 61 children on roll, attending for a variety of sessions. The pre-school opens five days a week during school term times, with sessions from 9.15am to 11.45am each morning and from 12.30pm to 2.30pm in the afternoons. The setting supports a number of children who have special educational needs and/or disabilities, or who have English as an additional language. The pre-school employs six members of staff, all of whom, including the manager, hold appropriate early years qualifications. In addition, there are three bank staff who cover absences as required. The setting receives support from the local authority and the Pre-School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's very well developed knowledge of each child's individual needs ensures they can promote children's care and welfare effectively. They work extremely closely with parents and outside agencies to ensure any additional needs are identified and planned for, so that no child is disadvantaged. This means that children make good progress considering their age, abilities and starting points. Children are kept safe and secure on the premises. Effective systems accurately identify the setting's strengths and areas for development, and enthusiastic staff successfully create a fully inclusive environment.

What steps need to be taken to improve provision further?

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

- review systems for assessing and recording children's starting points, using the areas of learning in the Early Years Foundation Stage framework
- develop further the already strong systems for self-evaluation so that parents/carers, children and staff are all fully involved in the process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well. Staff are confident in their knowledge and understanding of how to protect children and what to do if they have any concerns about children in their care. There is a comprehensive safeguarding children procedure in place and all staff are aware of this procedure and the need to follow it. Robust risk assessments ensure the necessary precautions are in place to

protect children as they play. Security of the premises is good. Staff open the door for parents and remain in the entrance hall until all parents have arrived or left with their children. This ensures no children are able to leave unsupervised and no unauthorised people can enter the building. Fire evacuation procedures are effective and are practised with children regularly.

Leaders and managers are exceptionally successful in inspiring the staff team to work towards meeting ambitious targets. They all have high expectations and set high standards in the quality of care they provide. Morale is high in the setting and staff work exceptionally well as a team. Management ensure they include all staff in the self-evaluation process, and there are plans to further involve parents, carers and children in this process. Regular staff meetings are held where the provision is evaluated and plans for improvements are made. There are excellent opportunities for staff to attend training courses to extend their personal and professional development.

Staff clearly know their key children and their families very well, as they develop outstanding relationships with parents and carers. Parents are exceptionally well informed about plans for making improvements within the pre-school. They are involved in their children's learning and development as they share observations from home to contribute to children's learning journey books. There is an excellent two-way flow of information which is shared in many ways. For example, parents receive regular, informative newsletters, attend coffee mornings and have both formal and informal meetings with staff and/or management. Children's parents speak very highly of the staff and nursery provision. They all know their child's key person and talk about how well their children are progressing in their development. There is an informative notice board and staff photographs in the entrance hall where parents can find the policies, useful leaflets and the complaints procedures. Parents are able to see their child's learning journey book at any time or speak to the staff at any time. All children and parents are welcomed into the nursery and close links with other early years professionals and agencies, including local primary schools, ensure staff are able to provide continuity and support children's learning and development highly effectively.

Staff include all children equally and embrace their differences. They are highly experienced in their knowledge of special educational needs and/or disabilities of children and work closely with parents to ensure the care provided is correct. Children who have English as an additional language settle quickly into the setting as staff work closely with parents to ensure they have key words in the child's home language. Resources are used effectively, they are of high quality and easily accessible for all children so they enjoy making their own choices during the day. Resources reflect the diversity within the community and staff ensure children see positive images through posters displayed around the rooms with explanations where necessary.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and use a highly effective key person system to support children in achieving good outcomes. Very good use is made of the environment, both inside and outside and children can choose where they play. Children are able to select from the wide range of appropriate resources and activities, to promote all areas of their development. For example, outside children play with water, painting the walls with rollers and brushes, they look at books and have opportunities for mark-making. Inside, children enthusiastically engage in role-play activities. They pretend to work in the garden centre, bus station and bicycle repair shop, playing cooperatively together as they learn about plants and flowers, using tools appropriately and expand their vocabulary. Art and craft materials are easily accessible to children, so they can make choices and be creative. Consequently, children are motivated to learn and become independent. Staff use observation and discussion with parents and carers to identify children's starting points, although this is not yet systematically recorded or linked to the areas of learning. They plan effectively to ensure all children engage in activities based on their interests and identified next steps in learning. Impromptu and planned observations, supported by photographs, are linked to the early learning goals, to enable staff to identify children's priorities for learning. Assessment records clearly show that children are making very good progress in their learning and development.

There is a clear emphasis on learning through play and having fun. Children feel proud of their achievements as they receive lots of praise and encouragement from staff. Those children leaving to go to school participate in a 'graduation' ceremony where they are each awarded a certificate. Staff competently use various teaching methods. For example, they recognise that some children like to be shown how to do things whilst others prefer to try things out for themselves. Staff are confident enough to stand back and allow children to extend and develop their own play, following their own interests. Children enjoy their time at the setting and are settled, happy and confident. They build good relationships and respond well to expectations. Children with special educational needs and/or disabilities and those who speak English as an additional language are particularly well supported in this setting. Staff work hard to ensure that all children are fully included in all activities and experiences, so that no child, or group of children, is disadvantaged in any way.

Children develop healthy practices through their daily routines. For example, they are able to access fresh drinking water throughout each session and the snack bar is open for one hour, so children's play and learning is not unnecessarily interrupted. Children wash their hands before meals and after using the toilet. Staff follow good procedures to prevent the spread of infection. Children learn about keeping themselves safe as they practise crossing roads using props indoors. They also respond positively to gentle reminders from staff about safe behaviour during play.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

