

Sundon Park Bizzie Bees

Inspection report for early years provision

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Inspector

Aune Turkson-Jones

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).

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

Sundon Park Bizzie Bees Pre-School is one of three Bizzie Bees provisions in the Luton area. It operates from the youth centre on the campus of Lealands Secondary School. There is a large hall available for the children as well as an outdoor playing area adjacent to the building. The pre-school is registered to take 32 children aged between two and five years. The pre-school supports children from the Sundon Park catchment area and the surrounding locality.

The Pre-School provides places for funded three and four year olds. The setting can support children who have special educational needs, or who speak English as an additional language.

The group is open from 9.15am to 12.15am from Monday to Friday during the term time only. Children attend for a variety of sessions and times.

The group employs three qualified staff members and two staff members who are working towards a recognised childcare qualification.

The setting receives support from the Pre-School Learning Alliance (PSLA), and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her team have worked hard to create a relaxed, yet friendly and productive environment, where children enjoy spending their time. The setting is skilfully organised and run, so that children have a range of activities which enhance their learning through play. This meets the needs of the early years children well. The setting is fully inclusive and provides skilled support for children with special educational needs and disabilities. The manager works closely with her area manager and team, to regularly review all aspects of the provision and update the staff's skills through regular training events and thereby maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the outdoor play area in line with proposed plans to ensure greater opportunities for outdoor activities.
- develop the setting so that the premises have improved facilities with a separate room for confidential meetings between staff, parents and children.

The effectiveness of leadership and management of the early years provision

The setting is part of a group of five pre-schools and has the full support of an allocated area manager who facilitates communication within the group and provides essential links with several other stakeholders and integral partnership organisations. This established and supportive framework places the welfare of the children at its centre and has resulted in a good quality of provision, which effectively ensures that children are fully able to make successful learning gains and develop well. All staff in the pre-school works closely together and are fully committed to providing the children with valuable, learning experiences.

Self-evaluation is a real strength and the management team has carried out a thorough analysis of the provision, clearly targeting areas where additional improvements can be made. All previous recommendations have been addressed and this has had a positive impact on the quality of the overall provision and outcomes for the children. There are plans for further improvements and this forms part of an ongoing cycle of monitoring and self-evaluation within the group.

Partnerships with parents, carers and others are extremely good and staff supply detailed information through regular discussions, the children's 'learning journals' and home link books. Parents also have a noticeboard, newsletters and opportunities to attend themed events. The setting has also proactively enhanced partnerships with support agencies, including the local authority through which it has been able to thoroughly audit all aspects of its safeguarding practice. New children coming into the setting are supported by a parent/child induction programme. There is also an extremely good relationship with the local infant school, which 98% of the children will attend, which ensures effective transition for the children.

All aspects of safeguarding are effectively managed, staff are suitably vetted and checked, and policies and risk assessments are in place to ensure the safety of the children. Staff training is thorough and regularly updated, so that staff are fully equipped to recognise signs and symptoms of abuse and follow procedures in accordance with local guidelines. The pre-school group encourages ongoing training as an integral part of staff's continual professional development and knowledge is updated regularly as a result of this. Record keeping is thorough, documents securely kept and all incidents logged. Written parental consent informs the correct administration of all medicines.

The setting promotes equality well through its full inclusion of all children and its creative use of resources which reflects diversity. Displays represent some of the children's cultural heritage. Provision could be further strengthened by additions to the setting to improve the outdoor play area, and the addition of a separate room, where parents and partners could access a confidential space when required. There are currently building plans in progress.

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

Children are happy and comfortable in the setting, and enjoy the time spent there. Children are busy from the moment they enter, and are actively engaged in a variety of different, stimulating activities. Children are encouraged to make choices about their activities and have opportunities to be independent while engaging in purposeful play. Activities may be adult-led in small groups and staff are skilled in their abilities as practitioners as they guide children towards the early learning goals.

Staff use effective questioning techniques and clear explanations to support and encourage learning, children are known as individuals which helps them to feel more secure. Relevant and regular observations form a part of the regular tracking process, which builds up clear profiles of each child's abilities across the six areas of learning. Detailed tracking ensures that learning gaps are easily identified and planning enables learning needs to be met. Planning for all adult-led activities is clearly displayed so that parents are fully informed and weekly reflective planning is also displayed to provide a clear picture of how the setting focuses on specific areas of the early years framework.

Children listen attentively when instructed by adults, they enjoy storytelling and are keen to be involved in group discussions. Early mark-making and counting skills are encouraged through a variety of activities and adults are keen to encourage these skills at every opportunity, from selecting coloured letters to counting food at snack time, and through songs and role play activities.

Staff provide an appropriate balance between guiding the children and encouraging their independence. Children achieve well in this stimulating environment because of this. The setting is secure and children feel safe, they relate well to adults, which deepens their feelings of security. Good hygiene practices are communicated by staff and children know that they must wash their hands before eating birthday cake, which is taken home by everyone. Healthy snacks are provided and the setting has gained an under fives' healthy eating award. Awareness of healthy foods is good and children also have access to an enclosed outdoor play area and school field to further enhance their health awareness.

Staff manage behaviour effectively and children are guided to successfully resolve their own disputes calmly as much as possible. There are currently plans to further improve the quality of the outdoor area.

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	2
The effectiveness of partnerships	1
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