



Busy Bee Pre-School (Honiton)

Inspection report for early years provision

Unique Reference Number	105947
Inspection date	02 December 2005
Inspector	Michael Collins
Setting Address	The Beehive @ Honiton Primary School, Clapper Lane, Honiton, Devon, EX14 1QF
Telephone number	01404 46400
E-mail	lorraine.toogood@tesco.net
Registered person	Busy Bee Pre-School (Honiton)
Type of inspection	Integrated
Type of care	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.

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 satisfactory. 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 has been open for 36 years. It is a registered charity run by a trust board comprising of parents and interested others. It operates from a mobile classroom on the Primary School campus, which is situated in the centre of Honiton. The pre-school serves the local area.

The setting is registered to care for a maximum of 20 children at any one time. There are currently 48 children from 2 to 4-years-old on roll. This includes 22 children in

receipt of funded nursery education. Children attend for a variety of sessions. The group supports children who have special needs.

The setting is open during school term times only. Sessions run from 09.00 until 11.30 Monday to Friday. The group also opens from 12.30 until 15.00 depending on demand, which is currently Tuesday only.

Three full time and three part time staff work with the children. Two of the full time staff have level 3 early years qualifications, including the manager. Two other members of staff are currently on training programmes to complete level 2 and 3 qualifications. A one to one worker is employed to provide support for one child with special educational needs. The group are members of the Pre-School Learning Alliance and receive support from the Local Authority (Zero to 14 plus).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff have a clear understanding of the early years guidance for the Foundation Stage curriculum. This knowledge and it's planned use, coupled with a secure understanding of the setting's health and hygiene procedures, helps to foster and promote children's health.

A variety of planned activities aid in the children's physical development and where possible staff encourage and support children to be independent in self-care skills. For example, children enjoy physical activities in the outside play areas using a variety of large and small play equipment. Children use the toilet independently and they learn the importance of good hygiene and personal care through example and discussion. Their growing understanding of why they must wash their hands before eating and after using the toilet, helps reduce the risk of cross contamination.

Healthy foods which appeal to children and meet their dietary needs are provided at snack times. Documentary evidence of children's requirements and parental wishes are kept and acted upon, for example avoiding certain foods because of allergies. The children enjoy a good range of fruit, vegetables and nutritious foods. Drinks of milk, water or juice are always available to them to ensure their fluid levels are maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff awareness of safety issues and their consistent vigilance reduces potential hazards for children, both within the setting and when on outings and trips. By minimising risks, staff enable children to move around and explore their environment in safety and with growing confidence. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. They communicate this to the children, thereby helping children to understand and help each other to stay safe.

This allows children to learn some sense of danger and knowledge of how to protect themselves and others from harm. It is a warm and child-friendly environment which is well planned, with children's own art work and information for parents clearly displayed. However, only cold water is available for hand washing in the children's toilets.

There is a broad range of good quality resources that children self-select confidently. Staff use these appropriately and with purpose to aid and assist children in all developmental areas. Those with special needs are safe and fully included in the day-to-day activities due to the sensitive adult support and the provision of suitable equipment, and adaptations to resources and activities.

The setting promotes and safeguards children's welfare by maintaining all the required procedures and documents. For example, staff hold current first aid certificates and each has a good knowledge of child protection procedures in line with the local Area Child Protection Committee procedures. However, staff are not confident in their knowledge of the setting's own policy and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy being at the setting and are keen to take part in the varied and stimulating, practical activities provided for their learning and enjoyment. There is a warm and caring atmosphere where children feel genuinely valued. They are able to talk clearly and discuss real and imaginary events. They initiate play and develop activities to include ideas and subjects they have learned about. Children achieve well because the staff have a good understanding of the early years guidance for the Foundation Stage curriculum, and use this to ensure children are suitably challenged. However, specific planning for children under 3-years-old, is lacking.

On arrival, children make themselves at home and are happy and pleased to participate. Staff's overt sensitivity toward children's individuality and need ensures that new or anxious children are very skilfully settled and happy to remain. The consistent, warm and caring relationships developed by staff foster the children's trust and sense of well being. These relationships result in good adult-child interactions, which in turn help to promote the development of early communication skills. The relaxed and child-friendly environment allows children to make confident choices and they are absorbed and happy in their play.

Nursery Education

The quality of teaching and learning is good. Children enjoy and choose from a wide range of appropriate resources and activities. Most have the confidence and abilities to initiate their own play. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences. For example, they have visited a local farm, the post office, and engaged in the planting and care of their own sunflowers and water cress.

All children are eager to learn because of the stimulating environment provided for

them. They sit patiently, listening intently to various stories and confidently participate in group discussion. They are able to recall and recount events and details that interest them. All 3 and 4-year-olds use mark making to represent their ideas and older children are becoming adept at writing their own names. However, staff overlook opportunities to extend writing into child-led and free play activities. Through use of planned activities, staff extend children's mathematical vocabulary and skills. Children use these skills with purpose in their play by counting objects and using 'money' in their role-play to purchase items at the 'shop'.

Through staff's commitment to supporting children with special needs, all children fully partake in activities and make good progress through the stepping stones. Children are very imaginative. They begin their own role-play and work in co-operative groups. All children are inquisitive and curious, clearly intrigued by the growing of plants, and the fact that plants need to 'drink water' like them.

Staff have a good understanding of the practical use of the Foundation Stage curriculum and the stepping-stones. They gather verbal evidence of children's starting points and use their written observation and assessments to assist in planning for the children's next step. However, whilst staff may have a good understanding of the children they care for, the lack of recorded starting points, leads to plans not clearly showing how activities will be extended for the more or less able child and an inability to accurately assess progress for this age group.

Helping children make a positive contribution

The provision is satisfactory.

Staff take the appropriate steps to ensure parents and children are warmly welcomed. They consider and act upon individual need, family background and parental wishes. In addition, in order to help children to integrate, accept each other, and feel welcome in the setting, the staff plan and adapt resources and activities to take into account the children's individuality and family context. However, individual education plans for children with special needs are inconsistent and formal reviews and permissions are sometimes lacking.

Staff support children in sharing and turn taking. Children's understanding of right and wrong increases as they respond to gentle reminders to care for their environment, the resources, and each other. Staff set consistent boundaries and have developed warm, mutually respectful relationships with the children. Staff also have high expectations of the children which helps them to negotiate with others and take responsibility for their own behaviour. All of this results in excellent behaviour from the children.

The children have good opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the setting, and outings to local places of interest.

All of these positive approaches ensure that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good and this contributes greatly to the children's well-being in the setting. Staff actively seek parental views and opinions prior to admission, and on a regular basis whilst the child attends. These are valued, respected and acted upon. Staff ensure that parents are aware of how their children are progressing and developing through regular discussion and documentation. The involvement of parents in the setting and their good communication with staff benefits the children greatly.

Organisation

The organisation is good.

The quality of leadership and management is good. The good induction process followed by the person in charge and her deputy, along with the strong commitment from staff, make sure that all adults work well together to promote children's health, achievement and enjoyment. This very good teamwork enhances children's care and learning.

The setting is very well organised with all space organised to maximise play opportunities for children. All legally required documentation, which contributes to children's health, safety and well-being, is in place and regularly reviewed. However, accurate records of staff attendance are lacking.

Along with the management committee, skilled and experienced staff, who are highly motivated and committed, contribute to the day to day running of the nursery and its continued improvement and development. They regularly reflect, monitor and improve the service they provide as part of their own service reviews. All of this ensures that the setting is able to meet the needs of the range of children who attend.

Improvements since the last inspection

The setting has made all the required improvements required by the previous combined inspection. They were given four recommendations concerning National Standards 2, 6, 12 and 13 – Organisation, Safety, Partnership with Parents, and Child Protection, and three points for consideration were identified for Nursery Education.

The setting has improved its organisation by ensuring they record accurate times of arrival and departure for children. It has also further improved safety within the premises by displaying evacuation procedures, conducting regular fire drills, and keeping a log of safety checks.

They have improved children's ability to make a positive contribution by ensuring that they keep an ongoing record of their observation and assessments of children's achievements, and sharing these with parents. They have also ensured that parents are aware of how to contact the regulator should they have any concerns. They have also partly improved staff's understanding of the setting's policy and procedure for child protection. However, there are still gaps in this knowledge.

The setting has improved the children's enjoyment and achievement within the setting by their recording of observations and assessments, as this has enabled them to clearly plan the next steps for individuals. The setting has partially improved other areas of enjoying and achieving by increasing children's exposure to the concept of writing as a form of communication, and extending their opportunities for physical play. Thus ensuring that all children are able to make progress along the stepping stones. However, more work is required to further extend writing into free play, and to plan formally for children under 3-years-old.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. 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 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):

- further develop staff's understanding of the setting's child protection policy and ensure children have access to warm water for hand washing
- accurately record the arrival and departure time for staff
- further develop the activities planned for children under 3-years-old using a framework such as Birth to three matters.

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):

- ensure that Individual Education Plans for children with special needs are complete, regularly reviewed and formally agreed with parents

- formalise the system for gathering information about children's starting points in order to accurately assess, and record, achievement
- further increase opportunities for children to extend writing into child-led activities and free play.

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