



Busy Bodies

Inspection report for early years provision

Unique Reference Number	EY280656
Inspection date	08 December 2005
Inspector	Lesley Ormrod

Setting Address	Melling (St Wilfrid) C of E Primary School, Lodge Lane, Melling, Carnforth, Lancashire, LA6 2RE
Telephone number	01524 221 538
E-mail	head@melling.lancsngfl.ac.uk
Registered person	Melling (St. Wilfrid) C.E. Primary School
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Busy Bodies is run by Busy Bodies Pre-School Committee. It opened in 2004 and operates from the hall and associated facilities in Melling (St Wilfred's) Church of England Primary School. The provision is situated in Melling, near Carnforth, Lancashire. A maximum of 16 children may attend the setting at any one time. The provision is open Mondays and Wednesdays from 12.40 to 15.10 in term time only. All children have access to the school's outdoor play area.

There are currently 11 children aged from 2 to under 5 years on roll. Of these four receive funding for nursery education. Children attend from the local villages. The provision supports children with special educational needs.

The group employs two staff. All of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health care is provided for as staff accurately record parental information and follow appropriate accident and medication procedures although the contents of the first aid kit are not in order. They are developing an understanding of how to care for their own health needs as they discuss with staff what to do about items such as a cough. Their knowledge of the importance of personal care routines is competently developed by staff as children are encouraged to recognise when to wash their hands during sessions and how this protects them from harmful germs. They take part in activities such as bathing the dolls and relate this to their own health needs as they discuss why it is important to wash or bath.

Children's understanding of healthy foods and drinks is actively encouraged as they tuck into snacks that consist of a variety of fruits provided by their parents, and drinks of water or sugar-free squash that are offered. They discuss with staff which are their favourite fruits, such as melon, pears or apples and take part in planned activities to promote their awareness of making healthy food choices. Children enjoy finding out about the different textures and varieties of winter vegetables as they take part in the winter topic activities.

Children are encouraged to enjoy being physically active as they are introduced to different activities in the sessions to develop their physical skills. They concentrate intently to play 'Simple Simon Says' and are proud of their developing skills in copying the movements made by staff. They have the opportunity during each session to participate in outdoor activities under the supervision of their own staff member as they join the other school children to use the large equipment in the adventure playground. Their large movement skills are developing well as they climb on the pirate ship and negotiate the obstacle course. Children's understanding of how they feel when being active and how this helps their bodies to be healthy is not yet encouraged as they participate in physical activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive confidently and eagerly go to play making their free choices from the range of resourced areas that the staff have competently planned out to attract their interest. They team up together to role play in the play shop area, choose a book to curl up with on the cosy cushions and create a salt-dough Christmas shape at the

craft table. Children know that they need to take care of their equipment and resources as the staff encourage their understanding of caring for their play items and environment. They tidy up enthusiastically before joining together in circle time, although they do not yet know how this helps their play safe. Children can independently make their free choices of toys and resources as the staff have given good thought to making these accessible. They do not yet have the opportunity to see their work displayed or make reference to posters, number and text displays as they develop their play because the group has limited access to display areas.

Children's safe care is fostered as good thought has been given to making appropriate safety arrangements with sound risk assessment procedures in place. They are taught how to escape safely in an emergency as the staff explain carefully what to do when the alarm sounds and how to go outside to a safe place. They are taught about aspects of road safety as they visit the library van parked nearby. Children know that it is important to walk on the pavement and stay together, although written parental permission for outings is outstanding.

Children have their welfare protected as staff explain clearly what they would look for and what actions they would take to protect them, although their knowledge has not been refreshed by attending recent training. Their safety, when being collected, is considered carefully as staff have set up a password system for other authorised persons to use. The arrangements to protect children are known by their parents as the child protection policy is shared, although the content does not include all current requirements. Children do not, as yet, have the opportunity to develop their understanding of what to do if they feel unsafe, although they know that they stay within the sight of staff at all times when out in the grounds.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children aged 2-years-old have recently started to attend the provision and have settled in well as the manager and deputy have provided a good routine for the sessions that encourages their self confidence and enjoyment of free play opportunities. They persist at their play for good periods of time and enjoy their interactions with staff as they play alongside. All children are developing good imaginative play and go readily to choose what they want to do when they arrive. They persist at their chosen play for good periods and contribute their ideas readily as staff competently interact and extend their interest and ideas. Younger children are achieving skills relevant to their stage of development as the staff appropriately adapt activities and their expectations of their achievements. They can count competently to three, use their language skills to chat to staff as they mould their play-dough models, and explore pouring sand through the sieves.

Children under 3-years-old have been encouraged by staff to enjoy playing in the resourced areas and participating in circle times during their first few weeks at the setting. Their individual developmental needs are not yet assessed and provided for as the staff have planned in the next term to attend scheduled training in the use of materials from the Birth to three matters framework and, subsequently, establish full

planning and assessment systems for younger children based on the framework.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress in all areas of learning as the experienced staff have a secure knowledge of the Foundation Stage curriculum and provide a range of activities and experiences to stimulate their interest. They have access to a developing provision to meet their play and learning needs as the manager and deputy have worked hard, since their appointments two months ago, to establish an appropriate curriculum framework for the new provision of nursery education at the setting. Their play and learning experiences are planned for using clear, basic formats as each week's continuous provision and focused work is linked into the topic web for the half term. Children have settled confidently into the balanced routine of free play, structured activities, story time, circle group discussions and singing time. Their achievements have been accurately assessed using the transition profiles, although their individual learning needs are not yet sufficiently identified through effective observation and recording systems to inform the weekly planning to differentiate expectations of children and extend their learning.

Children can confidently contribute what they know and chat about their experiences as they eagerly describe in circle time how they met Father Christmas and the presents that they received. They listen to each other with interest and take turns to give their ideas as the staff skilfully extend their thinking. Children can recognise their names on their coat pegs and identify some of the letters that make up their names. Their writing skills are developing as they practise copying the letters of their names and freely draw a recognisable face. They enjoy choosing their books to read from the library van on its regular visits to the setting, although the organisation of story-time does not facilitate all children's full involvement and encouragement of their recall and anticipation skills. Children are encouraged to count frequently in activities, play and routines and are becoming competent in using number language as they play. Older children can reliably count to 20 and correctly tell staff which number to look for to complete the next jigsaw piece in the number line. Children learn to recognise numerals as they have fun finding the cut-out number that matches their age. They work out how to compare more and less as they decide how many windows on the Advent calendar have been opened and how many are left before Christmas. Children develop their problem solving skills in the role play shop as they discuss with each other how much money they have, how much they need as they buy their fruit and vegetables in the role play shop. Their understanding of their own and others' cultures and traditions is planned for as the staff include activities and discussions within the topics. They enjoy the fun of preparing for Christmas as they count down the days of Advent and design Christmas shapes with the play-dough as presents for their families. Children show developing investigative skills as they find out about the properties of natural resources such as discussing the different textures of the winter vegetables. They competently use their skills in using technology to run a software programme such as size sorter and cash in money on the play till in the shop.

Children show care for each other and learn to share as they play together as the staff consistently support their respect for the needs of others. They persist for good

periods at their chosen play as they model a dog from the green-glitter dough and concentrate intently to sing their chosen songs. Children use their good small movement skills to handle tools and mark makers competently as they choose which colours of felt tips to freely draw with, and use the dough cutters and rollers. Their access to a planned programme of physical development activities to extend their large movement skills is not clearly identified in planning as the focus for the skills to be learnt in activities such as outdoor play remains to be specified.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are known and met as the key-worker system is effective and there are good supportive relationships between the staff and children. Younger and older children play equally together as they team up together to agree their choices and ideas as they use the toy garage and its vehicles or decide which rooms of the play house the toy people will be in. They assist each other readily as they tidy up and older children show concern for their younger friends as they help to reassure them if they are upset. Their awareness of diversity is fostered as they share in experiences such as celebrating Chinese New Year. They develop good self esteem as staff promote their confidence in a school setting, develop their relationships with the school's pupils and staff in preparation for transition to their future placements and encourage their shared participation in the school's special events. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with special educational needs receive good support as the staff are knowledgeable and work closely with the skilled specialist staff who join their sessions. Their individual targets are known and worked to as paperwork is shared with recording of achievement systems used effectively, although the special needs policy has not been updated to reflect current requirements. All children's behaviour is good as staff use appropriate strategies to promptly manage any situations arising and encourage their respect for each other. They are developing a sense of pride in their achievements as staff have recently introduced a reward system to celebrate their good behaviours such as helping each other.

The arrangements for children's care are known by parents as the essential policies are displayed and the complete file of policies and procedures is made available. The arrangements for children's care are not established in full as the complaints record and associated detail in the complaint procedure has yet to be set up and guidance to committee members on their roles and responsibilities is outstanding. Children and parents receive good support through the key-worker system as the staff place high importance on welcoming each person at arrival time and give careful thought to children's induction into the setting with their parental support. Continuity of care for children is well thought out as staff give good handovers to parents with a verbal summary of their experiences for that session and detailed entries in the home-setting books. The partnership with parents is satisfactory as parents comment back in the diaries about their children's experiences. Each child has a home-setting folder that includes their library books and items such as their art work and staff have prepared individual written progress reports for the end of term for parents. The

arrangements for children's learning through the shared parent partnership do not yet include making the curriculum planning available, meeting to share progress or a system to collect parental knowledge of their children's prior learning.

Organisation

The organisation is satisfactory.

Children are cared for safely by experienced, well qualified staff who have recently been appointed after being deemed suitable to work with children through the committee's robust recruitment and employment procedures. Leadership and management is satisfactory for the provision of children's care and learning as the staff and committee share a clear vision for development targets to extend their provision to serve the local communities and identify links with the host school such as using a common approach to the teaching of phonics. The arrangements for children's care are regularly reviewed as the committee is proactive in its oversight of the provision and meets regularly to discuss aspects and identify items to progress. Children have received good support to settle in well to the revised routines for sessions as the new manager and deputy have clearly identified their priorities to implement and develop the nursery education and provide access to the Birth to three matters framework to meet the needs of children under 3-years-old.

Most arrangements for the provision for children are in place as the operational plan contains detailed policies and procedures with information from parents about their children's needs recorded on the registration forms, but the arrangements for the registration of staff and children do not include accurately recording the hours of attendance. The confidential information held about children and staff is not stored securely as arrangements to do so have yet to be implemented.

The satisfactory quality of the provision means that overall the nursery meets the needs of the children who attend.

Improvements since the last inspection

The last Children Act inspection set actions that the provider conducted a risk assessment of the premises, displayed the fire evacuations procedures and practised fire drills regularly. The provider was also required to prepare an action plan that showed when at least one first aider would be present at any one time and to obtain parental permission for emergency treatment. Recommendations were also made to develop operational procedures for outings; provide a clear registration system to record staff and children's attendance; prevent access to potential hazards; maintain confidentiality of accident recording; update the child protection procedures and staff knowledge of child protection; and display the registration certificate.

The arrangements for children's safety have been improved as risk assessments are in place, equipment hazards have been addressed, fire procedures are displayed and fire drills are practised. Their health care arrangements are provided for as all staff hold current first aid certificates, accidents are recorded confidentially and parental consent for emergency medical advice and treatment is given. The provision

for children has been improved by recording staff and children's attendance, although the precise detail of the hours of attendance is omitted, the complaints procedure and registration certificate are displayed and a procedure for handling allegations is in place. The arrangements to protect children through providing training for staff in child protection matters were met at the time for the previous staff in post.

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.

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The quality and standards of the nursery education are satisfactory.

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):

- ensure that children's health care is provided for by reviewing the contents of the first aid box to meet current requirements and checking the expiry dates of items
- develop the arrangements to protect children by updating the child protection policy and procedures to meet current requirements and arranging for staff to refresh their knowledge of child protection
- support the developmental progress of children under 3-years-old by implementing the use of the Birth to three matters framework as the basis of the planning and assessment systems for their play and learning
- ensure that the arrangements for children's care are supported by setting up a complaints record, adjusting the complaints procedure to reflect current requirements and provide committee members with information about their roles and responsibilities
- ensure that the existing arrangements for children's care with regard to the registering of attendance include the recording of the hours of attendance by

staff and children, and that confidential information about staff and children is stored securely.

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):

- develop children's understanding of how being healthily active affects their bodies and why this promotes their good health
- support children's progress towards the early learning goals by continuing the development of the planning systems to include differentiation, information from observations to meet individual learning needs and extending the content of the planned programmes for physical development
- develop the shared learning arrangements to support children's progress by providing information to parents about the nursery education provided, collect parental information about prior learning to inform planning and provide opportunities to meet regularly to share progress.

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