



Little Bees Pre-School

Inspection report for early years provision

Unique Reference Number	EY273807
Inspection date	30 November 2005
Inspector	Carol Ann Jeffrey

Setting Address	All Saints Church, Bark Hart Road, Orpington, Kent, BR6 0QD
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Telephone number	07710 862 272
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E-mail

Registered person	Laura O'Brien
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Type of inspection	Integrated
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Type of care	Sessional care
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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 good. 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?

Little Bees Pre-school is a privately owned group which was first registered under the Children Act in 1989. The group changed ownership in 2003 and is now registered to Laura O'Brien. The pre-school operates from the church premises situated within the Orpington area of the London Borough of Bromley. The area's used by the group include the main play room, the lobby area and one smaller room. There are toilets and wash hand basins located near this area, a disabled toilet and a secure outdoor

play area. The children and families who use the group mainly come from the local community. A maximum of 40 children may attend the group at any one time. The pre-school is open each weekday from 09:15 until 12:15 during term time only.

There are currently 46 children aged from 2 years to under 5 years on the register. Of these 25 children receive funding for nursery education. The group offers support to children with special educational needs and to those with English as a second language. The pre-school employs ten members of staff. Of these, five hold an appropriate early years qualification.

The pre-school receives support from the local Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children play in a clean, well maintained premises. All of the children are developing a good understanding of what is required to keep themselves healthy and free from infection. The children independently use the toilet, and good daily routines and explanations from the staff assist the children to understand that washing their hands after visiting the toilet reduces the risk of passing on germs. All of the staff implement good hygiene routines throughout the session in line with the group's well written health and safety policies and procedures. The staff avoid using toxic cleaning materials wherever possible, and tables are cleaned before snack time using a mixture of bicarbonate of soda and lemon juice. Accidents are fully recorded and parents receive a copy of the report. However, records are not always signed by the parents, which means that their signature is absent in the Accident Book.

The children enjoy some form of physical exercise on a daily basis which contributes to keeping them healthy. They move confidently and in a variety of ways, they are competent when using the balancing beam and crawling through the tunnel. They show good co-ordination when hopping, balancing and skipping. The children participate enthusiastically in a wide variety of dance routines such as Maypole dancing and African dance sessions. They are able to share their knowledge of dance steps, such as ballet movements, with the rest of the group. The children benefit from yoga sessions with a qualified fitness instructor. They enjoy outdoor activities on a regular basis including searching for treasures such as fallen leaves and pine cones, as they explore the grounds of the Church. A range of physical activities are available on a daily basis and the children are developing their awareness of when they need to take a rest or have a drink.

The children enjoy a packed lunch box which is provided by their parents. The staff encourage parents to provide a healthy snack for the children such as fruit, sandwiches, yoghurts and dried fruit. Foods such as crisps and chocolate are discouraged in the group. The children are able to pour their own drinks from jugs or milk or water provided by the group and are able to help themselves to drinks

independently. The staff provide children whose parents are running late with a snack and drink from the kitchen on arrival and at snack time if required.

The children enjoy a worthwhile range of activities which help to promote their good health. The children enjoy regular cooking activities, and go shopping for ingredients linked to topics, festivals and celebrations. They are encouraged to write their shopping list and to pay for the items of food using real money. The staff obtain all relevant information regarding diet and medical history. This ensures that children's individual dietary and medical needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are safe and secure in the setting. The staff ensure that the premises are clean, safe and suitable for the children's use before the children arrive, for example, they check that the toilets are clean and that the equipment provided is safe. There are very effective procedures in place for the safe arrival and departure of the children. The staff are well deployed, ensuring that the main access/lobby area is always monitored, particularly when the children arrive or leave. All the members of staff are suitably vetted, and visitors, helpers and students are never left alone with the children or take a child to the toilet.

The children are developing an awareness of keeping themselves safe and know the rules of the setting. The staff extend the children's knowledge and understanding of safety during topics and themes, for example, staying safe in the sun by wearing sun protection and hats, and of not talking to strangers. There are clear procedures for outings, and the staff help the children to understand how to keep themselves safe. They learn about road safety and of the importance of using pedestrian crossings and of the added safety feature of the walking rope.

The children benefit from a good range of safety measures. The staff are trained to undertake full risk assessments of the premises, equipment and resources which they regularly review to ensure the safety of the children at all times. The children and staff practice the emergency evacuation procedures on a regular basis. This helps the children become familiar with the routine so they learn how to leave the premises quickly and safely.

The children benefit from playing in a spacious, well organised environment. The rooms are bright, clean, warm and welcoming. The children have access to a good range of suitable toys, equipment and activities which are freely available for individual selection during the session. They have access to suitable areas for playing, resting, eating and drinking. The toilets are easily accessible to encourage the children's independence. The group accepts children in nappies, however, parents are currently asked to take the soiled nappies home with them, as the group has no means to dispose of the nappies. This has been identified as an area for improvement.

The staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. Comprehensive

child protection policies and procedures are in place and are shared with the parents.

Helping children achieve well and enjoy what they do

The provision is good.

All of the children are happy, and enjoy spending time at the pre-school. New, younger children settle quickly and become fully involved in all the group activities. On arrival the children settle quickly and select an activity of their choice from the good range of toys and activities readily available in each session. All of the staff group are knowledgeable about the early learning goals and stepping stones and support the individual development and learning of each child very well. The children interact well with one another and the staff team, developing good communication and listening skills. They are keen to share their news with the adults and other children, for example, discussing birthday parties and dance classes.

Nursery Education

The quality of teaching and learning is good. The children are very interested, motivated and keen to explore the varied range of activities provided on a daily basis. Good planning ensures the children have the opportunity to participate in a wide range of activities and ensures good rotation of the equipment. There is a good balance of adult led and free play activities in each session. The children are well behaved and have good relationships with each other and with the adults in the setting. They are learning to share, take turns and show consideration for others. They are becoming increasingly independent as their daily routine encourages self help skills.

All of the staff group have a good understanding of the stepping stones and of the foundation stage. They extend the children's learning and development through well organised and stimulating activities and respond to their interests during the children's own initiated play. They use good questioning techniques to stimulate thought and challenge children, for example, during the dough making activity.

The staff group create an inviting and stimulating environment where the children's work is displayed in the "art gallery". This shows that the children's work is valued and gives them a sense of pride and achievement.

The children speak confidently and use language to talk about real and imagined experiences. They can link sounds to letters and some children can write their own name using distinguishable letters. The children handle books with respect and understand that print carries meaning. The organisation of resources encourages the children to make marks as a means of communication, for example, writing their observations of the staff group on 'Post it' notes, or making shopping lists during role play. The children enjoy listening to stories and anticipate what is going to happen next within familiar stories.

The children show a keen interest in numbers and count confidently up to 10 and beyond. They use mathematical language during everyday situations and have a good vocabulary to describe and compare shape and size. They learn about simple

addition and subtraction during practical activities, songs and rhymes.

The children design and construct with a specific purpose in mind. There are good opportunities to learn about the natural environment through topics and theme work. The children are able to use computers and gain mouse skills during visits to the local library. They operate other programmable resources, such as cameras and calculators with skill and co-ordination. The children talk about past and present experiences in their own lives. They learn about other cultures and beliefs through the celebration of a range of festivals and celebrations.

The children enjoy some form of physical exercise on a daily basis which contributes to keeping them healthy. They move confidently and in a variety of ways, having an awareness of space for themselves and others. They are competent when using the balancing beam and crawling through the tunnel. The children show good co-ordination when hopping, balancing, climbing and skipping. The children are able to handle tools, objects, pens and malleable materials with control.

The children explore colour and texture using a range of media and materials, whilst using sand, water and dough for example. The children extend their creativity through the staff's knowledge and understanding of ensuring they do not over direct the children, for example, when creating pictures using leaves and twigs. The children enthusiastically participate in painting activities and are developing their understanding of mixing colours. However, only two children are able to paint at any one time, and this causes the children to have to wait until an easel becomes available. The children sing enthusiastically and know the words to familiar songs from memory. They enjoy dressing up and taking acting out scenes such as Little Red Riding Hood and using role play resources in the travels agents.

Planning is very well organised through long, medium and short term plans which are topic based. All members of staff are involved in the planning. The weekly plan identifies specific activities using the early learning goals and the stepping stones. There is a system in place to evaluate activities both generally and focus based, however, it is not always used by all members of staff. There is a key worker system in place and the individual children's needs are considered in the planning of the activities. Regular observations are used to identify the next steps for the children's learning. Parents are able to see their children's records regarding their progress and development and encouraged to make their own comments and suggestions.

Helping children make a positive contribution

The provision is good.

The children are fully valued, respected and treated as individuals. Each child and parent has their own key worker who they can relate to, thus ensuring that individual needs and interests are met. The key worker works with the parents, recognising them as the first educators. Sharing information and recording progress is paramount throughout the time spent at the pre-school.

The children have good access to a range of play resources which positively reflect areas of equality. Resources such as dolls, puzzles, books, figures, and play food

depict positive images of race, culture and disability. The staff group has a positive attitude towards diversity, and well written equality and diversity policies and procedures are in place and are incorporated into the setting daily by all staff. The children's individual culture and religion is recognised and appropriate festivals added to the curriculum with the support of the parent's to ensure correctness, for example, Australia Day. This is supplemented by the inclusion of dances, instruments and rhythms from around the world, such as African and Calypso music.

The children with special needs are fully supported in the setting. The staff group has undertaken a wide range of training in special needs, and are secure in their knowledge and understanding of the Code of Practice. There is an identified SENCO worker in place, and the staff have a very good awareness of the local support network in the area. Staff use Makaton on a regular basis with the children, and each week, the children learn to "sign" a different letter. This positive approach fosters the children's spiritual, moral, social and cultural development well.

All of the children are confident in their surroundings. They have a good relationship with the staff making them feel very safe and secure in the setting. New children settle very quickly as the group operates a good settling in procedure for children and parents. The children behave well and know the routine and boundaries when they are at the pre-school. A well written Behaviour Management policy ensures that staff are consistent in their approach to behaviour management and use appropriate strategies with the children. The children behave well and are able to share, take turns and co-operate together, when making play dough for example. They have good social skills and manners when sitting together for snacks or participating in activities. The staff praise and encourage the children's efforts, thus developing the children's self esteem and confidence.

The staff team have good relationships with the children's parents. The parents find the staff friendly, welcoming, approachable and helpful. They receive very good information about the setting through the informative news letters, group prospectus, notice board and the policies and procedures. Parents, grandparents and carers are encouraged to be fully involved in the children's care and development and provide the staff with detailed information to enable them to provide suitably for each child. The parents receive good information about the foundation stage. The information outlines how the children will learn. This ensures parents understand that play has an important role in developing the children's skills for the next stage of their learning. The pre-school actively encourages father's into the group. They are warmly welcomed and share their skills with the pre-school, providing positive role models to the children.

Organisation

The organisation is good.

All the children are well cared for and safe at all times. The owner of the pre-school is also the leader and is fully involved in the running of the group on a daily basis. She has a childcare qualification in early years and education, and regularly updates her knowledge by attending relevant childcare courses to support the care and learning

of the children. She provides strong leadership and there is a clear management system in place. The well deployed, dedicated, consistent, organised staff team work very well together.

The children are aware of their individual role for each session and follow the groups daily planning to provide good resources and activities on a daily basis. the staff maintain a good daily staff ratio enabling them to fully support the children's development and learning at all times. There are suitable arrangements in place to deputise and cover staff absences. The provider is very clear about the recent changes to the National Standards and has suitable systems in place to manage these appropriately.

The premises are well organised providing good play provision throughout the session. The staff have some understanding of the Birth to Three matters framework and this is incorporated into the setting appropriately. Additional training in this area is planned for the near future. All of the required documentation and records are in place and support the health, safety and well-being of the children attending. The provider regularly reviews the group's policies and procedures to keep them up to date and relevant.

The provider has a clear vision for the group's future development to improve the service she provides. All of the staff are keen to improve their child care skills and regularly undertake additional training, for example, child protection, special needs, Makaton and equal opportunities training courses. All of the staff are encouraged and supported in the training and development they wish to undertake. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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

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The quality and standards of the nursery education are good.
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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 all accident reports are signed by the parents
- provide a suitably equipped nappy changing area to meet the individual needs of the children attending

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):

- provide a sufficient range of arts and craft opportunities to meet the needs of the children attending the group
- ensure that an effective system is in place to evaluate activities both generally and focused based

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