



Busy Bees Pre-School

Inspection report for early years provision

Unique Reference Number 224060

Inspection date 16 January 2006

Inspector Juliette Jennings

Setting Address The Nursey Centre, St Lawrence's Primary School, Shrewsbury Road, Church Stretton, Shropshire, SY6 6EX

Telephone number 01694 724812

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Registered person Busy Bees Pre-School

Type of inspection Integrated

Type of care Full day 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 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?

Busy Bees Playgroup has been registered since 1993. Since September 1999 they have operated in a purpose built demountable building which is situated behind St. Lawrence's Primary School in Church Stretton. The group serve the local community.

There are currently 33 children aged from 2 to under 5 years on roll. This includes 14 funded 3 and 4-year-olds. There are appropriate procedures in place to support children with special needs or who speak English as an additional language.

The group is open five days a week during school term times. Sessions are from 09:00 to 12:00 every day of the week, with afternoon sessions on Monday, Tuesday and Thursday from 13:00 to 15:00.

There are five part-time staff who work with the children, of whom four hold suitable early years qualifications. The setting receives support from the Local Education Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have a choice of snack that is provided individually by their parents. Staff are pro-active in supporting and encouraging a healthy balanced diet through interaction and discussion with parents. Children have access to drinks within the daily routine and talk about being healthy during activities. Younger children develop an understanding of becoming healthy through routine snack times with a range of healthy snacks on offer.

Children develop an awareness of good hygiene procedures through routine activities such as hand-washing, toileting and helping to wipe down tables. Good hygiene practices in the areas used by children ensure that children are cared for in a hygienic atmosphere, for example carpets are hoovered daily, soap and towels are available for hand washing, there are sound nappy changing procedures, and regular cleaning of toys, equipment and resources. There are appropriate procedures in place for ensuring that children's accidents and any administration of medication are recorded.

Children's physical development is promoted appropriately. They have plenty of access to fresh air and outdoor activity within the daily routine which supports their physical development. Younger children are encouraged to grow and develop through use of a good sized outdoor area and specific activities to help encourage a sense of space and co-ordination, for example sand play, painting using their hands or other printing utensils and availability of large construction toys. Older children have appropriate opportunities to use wheeled toys, balance, climb, slide, run and walk and develop other skills such as hand and eye co-ordination, through use of resources such as playdough and tools, painting utensils, pencils, felt-pens and smaller construction toys.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

All children enjoy and benefit from a bright, colourful and stimulating space which is organised so that they can engage in valuable free play. They have access to a good range of toys, resources and equipment which they can access from mostly low-level storage and within a routine which accommodates a good mixture of free play activities. Younger children are ensured access to age appropriate resources by staff

who consider the safety of such resources prior to the session.

Risk of accidental injury to children is minimised because the staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. One safety issue was highlighted at inspection in relation to the accessibility of the kitchen area. This space was not completely inaccessible to children at all times, although children did not access this room unsupervised. Good security precautions contribute to children's safety. Premises are largely safe, secure and suitable for its purpose. Children develop an understanding about safety through routine activities, clear and consistent boundaries and reinforcement of what is not acceptable, for example, children are reminded that climbing on the table is dangerous.

Policies and procedures are in place which help to ensure that children's welfare is promoted. Training is accessed regularly and this helps to ensure that staff are aware of what to do if there is an accident, emergency or a concern about any of the children. There is a thorough child protection procedure available to all staff and training is accessed on a regular basis. Any concerns are brought to the attention of the designated child protection officer and the setting has strong links with other agencies, which helps to ensure that children are safe.

Helping children achieve well and enjoy what they do

The provision is good.

All children benefit from a colourful, stimulating and interesting environment in which they are happy, content and secure. Younger children mix well with the older, more able children and access a range of activities, busily occupied with favourite pastimes that include role play, dough, painting, construction, trains and sand play. These younger children are encouraged to develop confidence and a strong sense of self through positive interaction with adults, this is particularly evident during the specific afternoon session for children aged under 3 years of age. They have very good support and encouragement from the staff, who actively engage in and help to develop their play, knowing what is needed to help children progress. Those who are new to the pre-school are helped to settle by staff who are sensitive towards their individual needs. Staff are beginning to utilise the 'Birth to three matters' framework in order to monitor young children's development.

Nursery education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children aged 3 and 4 years utilise a good range of resources and equipment which helps them to develop and extend their learning well. They are motivated to learn, interested in what is happening around them and are confident to ask questions. They form good relationships with staff and other children and are happy, content and secure in their environment.

Children are supported well in their play by staff who have a very good understanding of how children develop and learn. They engage appropriately with them, are good role models and encourage them to develop their play opportunities to help them make good progress towards the early learning goals. Children are well-supported by

staff who are skilled at encouraging children to extend their experiences and at listening and talking to them. They benefit from the good staff to child ratio and this allows them to interact with staff as they choose, within a routine which reflects a strong ethos of learning through play. In particular, practitioners plan and provide a good range of activities and play opportunities to develop children's personal, social and emotional skills. Children's individual specific needs are accommodated well within the routine of the day, with all staff having a clear overview of what needs to be done to help individual children make progress at their own level. However, children have limited opportunities to self-select and make decisions about what they want to do in child-initiated times. In addition, the environment sometimes limits children's ability to extend their exploration and discovery and further develop their creativity.

The planning and assessment system works very efficiently and allows children's progress to be tracked through the stepping stones, showing a clear progression towards the early learning goals. Staff are very aware of where the children are within their individual stages of development and know what to do to help them make progress. This is enabled by their strong understanding of the curriculum guidance for the foundation stage. Children make good progress because staff recognise the uniqueness of each child. Children engage in a wide variety of activities which include using information technology, developing early writing skills and enjoying role play, particularly dressing up, outdoor activities, creative activities, such as playdough and painting, sand play, puzzles, construction and cooking.

The partnership with parents of the 3 and 4-year-olds is good. A relaxed, happy and helpful atmosphere ensures that parents are able to discuss issues informally. Daily verbal feedback and availability of written plans helps to ensure that parents know about what their children have been doing whilst attending. They are encouraged to be involved in their child's learning through being informed of themed activities and know about their child's achievements through regular parent meetings. There are formal systems in place that allow the group to find out from parents about what children can do, for example, through the family session and completion of 'what I can do' booklets.

Helping children make a positive contribution

The provision is good.

Children's understanding of diversity and the world around them is promoted well through themed activities, availability of resources such as dolls, small world people and books and through visual resources such as pictures and posters. Their individual needs are accommodated well and supported within the daily routine of the setting. Children from a variety of backgrounds and those with specific needs are warmly welcomed, good relationships are encouraged. There are good procedures in place for supporting children with specific needs, for example staffing ratios are increased, individual assessments and play-plans are used effectively and staff work closely with other agencies and parents to ensure consistency.

Children are busy, occupied, keen and interested to learn. They motivate themselves and enjoy the good range of activities which are accessed in a free play environment.

Behaviour is generally good, with most children developing sound relationships with other children and staff. Appropriate techniques are used to foster positive behaviour, such as praise and use of stickers as a reward. Unwanted behaviour is dealt with in a sympathetic, calm, consistent and age-appropriate manner and in discussion with parents and other agencies as appropriate. Excellent use of praise and encouragement helps build children's self-esteem and staff have realistic expectations of children's behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. There are appropriate procedures in place to ensure that children are cared for consistently and in accordance with their parent's wishes. This is enhanced by daily verbal feedback to ensure that parents are informed about what their children have been doing whilst attending. In addition, the setting is pro-active in ensuring that parents have good access to relevant information, such as children's general health and other childcare issues, community activities and clear information about how the setting meets the needs of their children.

Organisation

The organisation is good.

The leadership and management are good. The staff team have a clear overview of the setting as a whole. Regular access to training and ongoing review of policies helps to ensure that the care and education provided for the children is constantly under review and in turn helps to maintain a steady and experienced staff group, thus ensuring consistency of care for children. Staff work well together as a team, with everyone aware of their roles and responsibilities. They have a comprehensive knowledge of the foundation stage and are developing their knowledge of the 'Birth to three matters' framework. They show a commitment to their improvement and development, with action plans in place after accessing training to review and improve the provision for children.

There are appropriate procedures in place for ensuring that children are cared for by staff who are appropriately qualified and experienced and have gone through an appropriate process for checking that they are suitable to work with children. Induction training and policies and procedures work in practice to keep children healthy and safeguard their welfare. Children are settled in a well-organised environment which helps promote their independence. Group sizes and staff deployment contributes to the children's good health, safety, enjoyment and achievement, and ability to take an active part in the setting.

All documentation is in good order and in line with requirements. Paperwork is stored securely within an office which can be locked, ensuring children's information remains confidential. Children are cared for in line with parent's wishes, with appropriate consents and detailed information obtained from them prior to the children starting at the setting. Policies and procedures are in place and are reviewed on an ongoing basis to ensure that they continue to work in practice. Overall the range of needs of the children who attend are met.

Improvements since the last inspection

At the previous inspection, the setting were asked to address the issue of providing more opportunities for children to develop their climbing and balancing skills. Equipment has been provided which specifically encourages children in their climbing and balancing skills and these types of activities have been included in planning.

Complaints 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. There have been no complaints made to Ofsted since April 2004.

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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):

- make sure that the kitchen area is inaccessible to children at all times

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):

- increase the opportunities for children aged 3 and 4 years to self-select and make choices about what they want to do. In addition, continue to develop the environment in order to promote this child-initiated learning, particularly for exploration, investigation and creativity.

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