



Busy Bees (Chirbury)

Inspection report for early years provision

Unique Reference Number	224059
Inspection date	18 January 2006
Inspector	Valerie Thomas
Setting Address	The Playing Fields, Chirbury, MONTGOMERY, Powys, SY15 6BN
Telephone number	01938 561272
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Registered person	Busy Bees (Chirbury)
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 opened in 1995. It operates from a purpose built building in the grounds of Chirbury playing fields next door to Chirbury Primary School, in Shropshire. Children have access to an enclosed outdoor play area. A maximum of 16 children may attend the pre-school at any one time. It is open each weekday from 09.00 to 12.00 Monday to Friday with an additional session on Friday from 12.45 to 15.30 during term time. The group also operate a parent and toddler group on

Wednesday afternoons.

There are currently 38 children aged from 2 to 5 years on roll. Of these 24 children receive funding for nursery education. Children come from the local and surrounding villages. The setting currently supports a number of children with special needs.

Three full-time and one part-time staff work with the children. All of the staff have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through well-planned routines. They know that they need to wash their hands before eating their snack because 'they have germs on and it makes the food dirty'. Clear procedures for sick and infectious children and nappy changing help prevent the spread of infection. This keeps children healthy. Accident and medication systems are fully understood and all records are accurate and up to date.

Children benefit from staff working in partnership with parents to ensure their child's dietary needs are met. Drinks are provided by the setting and all food is provided by the parents. The group are currently reviewing this practice to identify how they can be more active in promoting healthy eating. Staff help children learn that fruit is good for them as they make fruit skewers for them to taste. This helps children develop a positive approach to healthy eating.

Children enjoy satisfactory opportunities for physical exercise and regularly go outside during the spring and summer. However, during the winter months they do not play outside in the fresh air as often, even when the weather is suitable. Children enjoy riding on the bikes and rolling the balls to each other, having lots of fun running after them. If they do not play outside they take part in action songs and thoroughly enjoy pretending to be on a train going for a picnic, moving around the room. Although older children access toys to develop their large physical skills this is not planned for as part of the nursery education provision. This does not ensure that all equipment is used regularly and therefore limits children's opportunities to develop skills such as climbing and balancing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and well-organised environment where all risks to children are limited through good safety and security procedures. Staff monitor access to the group at all times and precautions are taken by staff to ensure the outdoor areas are safe and secure. Risk assessments and daily safety checks are made. Fire evacuation procedures are fully understood by staff and are practised

regularly. Children know that they need to go out of the door and stand by the fence. This helps children remain safe.

Children use a wide range of safe good quality resources which are easily accessible. This encourages children's independence and enables them to make their own decisions about their play. They get the trucks from the cupboard to put on the roadway and fetch the 'sellotape' so that they can make their paper into a trumpet. Staff set clear boundaries for children to ensure their safety and explain why they should not throw the sand or tip back on their chair as they may fall. Children know that when they go for walks in the village they should wait on the pavement for the cars to pass before crossing the road. This helps children to take responsibility for keeping themselves and others safe.

Children are well protected by staff who have a clear understanding of child protection issues and understand the correct procedures to follow. Training has been attended by staff which ensures that they fully understand their responsibilities in protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the setting's welcoming and caring environment. They have positive relationships with staff and receive comfort and attention when they need support. When children are upset on arrival staff sit with them on a one to one basis and read stories and talk to them about why they are upset. This helps to settle the children quickly. There is a varied range of activities offered each day and children are encouraged to choose activities for themselves. Children show much interest as they join in well with the singing session, pretending to row their boats and ride around on the bikes outside. Children's language and communication skills are promoted well by staff through constant conversation, appropriate questioning and regular news time in small groups. Consequently, children are able to answer questions and express their needs and views confidently. There is a good range of resources to promote imaginative play and children play well together in the role play, making the dinner and dressing up as firemen putting out the fires. As a result children's social skills are developing well. Accessibility to toys is good and children are able to make their own choices. They choose resources for painting and making collage pictures and look at reference books to gain more information about the machines.

A clear record of children's progress is kept and each child has their own folder with samples of their work. Observations are made on a weekly basis and these are also kept to show the achievements of children.

Nursery education.

The quality of teaching and learning is good. All staff have a secure knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Staff are clear of the learning intentions for each activity. However, planning lacks detail and does not always link clearly to the stepping stones or

differentiate for the differing abilities of children. Staff use good methods to maintain children's interest. They sit and join in with children's play, ask questions and organise the children in small groups for news time and adult focussed activities. They help raise children's awareness of the community and the wider world well with visits to the local church and village. Challenges for children are good, and open ended questioning when looking at the book on machines and solving number problems at registration, help them to develop their thinking well. The system for assessing children's progress is well-developed and observations are completed regularly as part of the 'plan, do, review' method. This helps to give a clear picture of children's progress. Behaviour is managed well and this results in a calm and caring environment for children. The room is well organised and offers a stimulating environment with a good range of accessible resources to promote children's learning. However, as there is no planning for the use of outdoor equipment, this restricts children's opportunities to develop their large physical skills such as climbing and balancing.

Children are interested and eager to take part in activities, waiting for their turn to paint and become part of the train. They show good concentration as they read the books and find information and try to complete the jigsaws. Children behave well, responding positively to the boundaries set and play well together. They know that when staff say one, two, three, hands in the air it is time to stop and tidy away. Children's language skills are good. They speak clearly and confidently, sharing their experiences with staff and listen well to stories. Children show good interest in books, handle them well and know that the words have meaning pointing to them as they pretend to read. Children link sounds to letters very well and know that 'W' is for Wednesday and most recognise what letter their name begins with. Opportunities for children to use pencils and crayons are available and children regularly help themselves. More-able children are encouraged to write their name on their pictures and take their work books home where they can practise their writing skills.

Children understand and use numbers well. They count up to 14 confidently and are able to match number to object as they count the children at registration. They develop problem solving skills, such as, finding out how many more boys there are than girls and know that eight is bigger than six. They recognise numbers well and know that a 1 and 8 when put together make 18. Children demonstrate that they understand shape and size well. They can name the basic shapes and children know which worm is the biggest and which is the smallest. Good organisation of activities to help children understand the concept of patterns works very well. Children identify that the robin comes after the snowman and that the red peg needs to follow the yellow peg in the repeating patterns. Children develop an initial sense of time and place as they name what day and month it is and go for walks to the local village and church. Opportunities for children to develop their exploration and investigation skills are varied. They learn about change when planting sunflower seeds and know that they need water to grow. They learn how a stethoscope can be used to listen to the lambs heart beat when the vet visits and know how to use the camera to take a picture.

Children's fine manipulative skills are developing well. They use one-handed tools competently and show good control as they paint their pictures and write their name. Their large physical skills are progressing in most areas. Children pedal bikes

competently around each other and roll and throw balls with confidence. They move their bodies with ease as they march along during music and movement sessions. They enjoy exploring many different textures, such as seeds, feathers, play dough and sand. They are confident in naming a wide range of colours as they play. Children use their imagination well as they play in the role play and create their own pictures. They enjoy taking part in an imaginary train ride to the seaside for their picnic. Consequently, children are confident to express themselves at all times.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Their confidence and self-esteem is developed well by staff with continual use of praise and encouragement during their play. There is access to a varied range of resources to promote positive images of culture, gender and disability and various festivals such as, Chinese New Year are celebrated. This helps children to develop their knowledge of the wider world and raise their awareness of diversity. The setting's policies promote inclusion for all and good support is provided for children with special needs.

Children behave well and respond positively to boundaries set by staff. They take turns and share, help each other to tidy away and are learning to use their manners. They show concern for others and if a child is upset they let them have a turn with the fireman outfit rather than them becoming more upset. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive partnership staff have developed with parents and carers. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through discussion, the prospectus and all policies are taken home and read. Parents are encouraged to become part of the committee and regular meetings are held where they can express their views. There is a comprehensive complaints procedure in place. Children's individual needs are discussed and recorded with parents and open evenings are held to share details of children's progress. This helps children to settle quickly and enables staff to fully meet the child's needs. The partnership with parents and carers of children who receive nursery education is good. Information on the educational programme is detailed in the prospectus and a daily explanation of the activities the children have been involved in takes place. Older children take 'work' books home with ideas for activities that parents can help their child to complete. All children take library books home to share and read with their parents. This enables parents to be involved and enhance their own child's learning. This helps children progress and enables them to make a positive contribution.

Organisation

The organisation is satisfactory.

There are satisfactory recruitment procedures which ensure staff are appropriately

vetted. However, changes of persons involved in the committee have not been notified to Ofsted. There is a high level of qualified staff that work well with the children and create a well-organised and stimulating environment. As a result children are confident and relaxed in the setting. There is a good training programme implemented for staff and many training courses have been attended. This helps to broaden children's experiences and contributes to the quality of care provided. Most required documentation is in place although attendance records for children are not always accurate as there are no times recorded if they arrive late or depart early. This does not give a clear picture of who is present at any one time.

The leadership and management of the setting are good. Clear guidance is given by the leader to ensure that staff are clear in their roles. Consequently, staff have a good understanding in ensuring children's learning is promoted at all times. Monitoring of the education programme provided takes place and the group have fully addressed recommendations made at the last inspection. They are aware that planning lacks detail and have already started to make improvements. Questionnaires have been devised and sent to parents to identify any areas where the group can improve and to assess what they do well. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection it was recommended that documentation for medical emergencies should be improved. The setting has revised their registration form. Written consent from parents to seek emergency medical advice or treatment for children is now obtained. This ensures children's good health is promoted.

The last education inspection recommended that more opportunities for children to develop their independence at snack times be provided. Snack times have been re-organised and children now fetch their own snack, pour their own drinks and then carry them to the table. After they have eaten they take their cups back to the tray. This enables the children to be self-sufficient and they are confident in carrying out the task.

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):

- ensure Ofsted is informed of all changes to persons on the registered body
- ensure records of attendance are accurate and show if children arrive late or depart early
- ensure opportunities for children to play outside in the fresh air are more regular during the winter months.

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):

- improve planning to ensure it includes sufficient detail, links clearly to the stepping stones and differentiates for the younger and more-able children
- plan more effectively for outdoor play to ensure children access the full range of equipment that is available in order to develop all of their large physical skills.

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