



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102786

DfES Number: 520231

INSPECTION DETAILS

Inspection Date	02/07/2004
Inspector Name	Leoarna Mills - Allen

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Buzy Bees Pre-School
Setting Address	The Elliot Treleigh CP School, Treleigh Redruth Cornwall TR16 4AY

REGISTERED PROVIDER DETAILS

Name	Buzy Bees Pre School Committee
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ORGANISATION DETAILS

Name	Buzy Bees Pre School Committee
Address	The Elliot Treleigh CP School, Treleigh Redruth Cornwall TR16 4AY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Buzy Bees Pre-school opened in 1994. It operates from an Elliott building situated in the grounds of Treleigh County Primary School, on the outskirts of Redruth. The group serves the local community and surrounding area.

The group is open from 09:15 until 11:45 and from 12:30 until 15:00, Monday to Friday, during term time. There are currently 44 children on roll, including 23 funded three-year-olds and 10 funded four-year-olds. Children with special educational needs or English as an additional language can be supported, though none are currently in attendance.

The group is run by voluntary committee, who employ five members of staff. The play leader holds an NVQ 3, two members of staff hold NVQ 2, and a fourth member of staff holds a Diploma in Pre-school Practice. The remaining staff member is working towards an NVQ 2. Parent helpers are present at most sessions. The provision receives support from the Early Years Development Childcare Partnership and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Buzy Bees Pre-school provides good quality care for children.

The well qualified staff team are led by an experienced and proactive play leader. They create a bright and cheerful environment with plentiful space for children's play. They also ensure that toys and resources are readily accessible to children, and respond quickly to children's requests for further items to be made available. Staff keep clear and comprehensive records about children, with only minor improvements to systems for administering medicine being necessary.

Although there are occasional limitations to procedures for checking some aspects of fire safety, taken overall, children's safety is ensured through good risk assessment systems and close supervision of access to the premises. Staff are well

trained to administer first aid. Staff also promote healthy eating at snack times. They are very clear about their child protection responsibilities.

Staff readily enter into children's worlds, building warm relationships with them, and providing a good range of activities. There is a positive commitment towards inclusion, and children with special educational needs are well supported. Children receive regular praise and encouragement from adults who promote their self esteem well.

Staff provide parents with good quality information about both the work of the group and their child's progress. Parents views are welcomed and valued by the team, and strong relationships between staff and parents are in evidence.

What has improved since the last inspection?

At the last inspection the group were asked to improve staff awareness of child protection issues and update the child protection policy. Most staff have now completed training, and the policy has been revised, giving children greater security in the care of adults who are vigilant about this aspect of their role. They were also asked to devise policies for the administration of medicine and recording children's special dietary needs. These systems are now in place, increasing staff's awareness of children's health issues. Finally, they were asked to extend the staff team's knowledge of the Code of Practice for Special Educational Needs. Key Staff have now attended training, thus increasing the support they can offer children with special educational needs.

What is being done well?

- All staff are given regular opportunities to attend updating across a wide variety of issues pertinent to their care role.
- There is a good range of toys and resources accessible to children throughout the session.
- Healthy items are regularly included in snack times, and children can freely access drinking water across the session.
- Staff work hard to build relationships with parents, keeping them well informed as to all aspects of the provision.
- Staff are vigilant about their child protection responsibilities.
- Records about children's needs and their progress are clear and comprehensive.

What needs to be improved?

- staff awareness of all aspects of their fire safety responsibilities
- systems for ensuring that parents acknowledge any administered medicines that they have given prior permission for

- staff's further awareness of special needs issues.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Ensure staff carry out their fire safety responsibilities in full.
7	Ensure parents sign to acknowledge any medicine administered to their child which they have given prior permission for.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Buzy Bees provides generally good nursery education, with children making very good progress towards the early learning goals in creative development, and generally good progress in the remaining five areas of learning.

The quality of teaching is generally good. All members of the staff team regularly contribute to planning, and confidence in using the Foundation Stage curriculum is growing as a result. Coverage of the curriculum remains a little uneven; nevertheless, staff's ability to organise resources and activities in order that children have good opportunities to learn is leading to positive outcomes for many. Support for children with special educational needs is competent, and systems for ensuring that records of children's progress are used to further inform planning work well. Staff have recognised the need to change the way they manage some parts of the session, in order to improve children's participation and behaviour, and acknowledge that this issue is not fully resolved. Some staff occasionally miss opportunities to extend more able children's understanding, but, taken overall, adults often make use of questions and conversations to provide challenge for all.

The leadership and management of the group is generally good. The play leader employs effective strategies for bringing out staff's enthusiasm for a child led approach. Both the play leader and the staff team are increasingly able to monitor provision and suggest improvements, although such evaluations of adult practice do not lead to the speediest response on every occasion. Nevertheless, there is a proactive and 'can do' attitude across the team.

The partnership with parents is very good. Parents receive very regular information about their child's educational progress, and are encouraged to be involved in their child's learning through a well managed volunteer scheme.

What is being done well?

- The development of children's confidence and self esteem is well fostered by adults who are interested in what children have to say.
- Children have a growing appreciation of the natural world as a result of good quality teaching in this area.
- Children have many opportunities to use their imagination both in role play areas and while accessing a wide range of art and craft materials.
- Systems for observing and assessing children's progress work well; the playleader ensures that key workers are clear about the purpose of gathering this information, and all staff take responsibility for using this it in further planning for the group.

- Keeping parents well informed about the work of their group and their child's progress is a clear priority for the staff team; parents therefore find staff accessible and familiar with their child's needs.

What needs to be improved?

- the degree to which the curriculum receives balanced coverage
- the evaluation of adult practice to ensure that older and more able children in particular are sufficiently challenged by practitioners during activities
- staff's further exploration of session organisation and behaviour management strategies in order to encourage children to be fully involved in all parts of the session.

What has improved since the last inspection?

Improvement since the last inspection is very good. At the last inspection the group were asked to improve the knowledge and confidence of staff in delivering music activities and encouraging their use of technology, as well as making better use of the outdoor environment to encourage learning in all parts of the curriculum. Staff have received training in the use of music and technology in teaching, and the programme of activities in this area is now varied and regular. They have also worked hard to create a garden for the group that appreciation of the world around them as well as their use of number. Taken overall, the use of the outdoor environment is now well planned. The positive response to these requests has increased children's access to better quality teaching in a number of key areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children settle quickly to activities and are confident when participating in large group discussions, such as show and tell time. They are proud of their achievements, and the development of their self esteem is valued by adults who give meaningful praise. Though their willingness to behave well does falter at times during the session, children do sustain their interest in many self selected activities for extended periods.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident conversationalists, talking readily to adults who are interested in what say. They enjoy stories, songs and rhymes, and make good independent use of the book corner. Though more able children's access to activities which promote linking sounds and letters, and writing their names, are occasionally underemphasised in planning, many children can recognise their name and the names of their friends, and all children make good use of the freely available writing materials.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident counters and are making good progress in the recognition of number. They are also beginning to attempt simple problem solving, correctly estimating how many sandwiches they have left at snack time. Children are also able to recognise a range of shapes. However, older or more able children are not given every opportunity to extend their learning in mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy learning about the natural world through regular planned activities, and through caring for the group's garden. Opportunities for children to learn about people from other cultures appear less frequently in planning. However, children do have a clear sense of the passage of time through the seasons, as well as being able to describe their local environment and their own homes. They also make very good use of readily available technology resources in their imaginative free play.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children can co-ordinate and control their bodies well when following 'simple simon' type instructions. They move confidently both indoors and out. Opportunities for children to learn about healthy living and their own bodies appear less frequently in planning. Nevertheless, their use of tools and equipment is fully promoted, with children well able to pour their own drinks, spread margarine on bread and manipulate the computer mouse.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children have good opportunities to explore texture and materials, and adults use good questioning to support their ability to respond to these experiences. Furthermore, children are well encouraged to communicate their ideas and opinions during group discussions. They enjoy music and movement and singing songs. They also use their imaginations to the full, spontaneously organising puppet shows for staff, and making very good use of role play areas.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the evaluation of adult practice, and the speed with which changes are introduced, to ensure that older or more able children in particular are sufficiently challenged by practitioners during activities, and that the curriculum receives balanced coverage.
- Increase staff's use of behaviour management strategies that encourage children to play co-operatively and follow agreed codes for group behaviour.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.