



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256752

DfES Number: 581330

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Heather Jeanette Knox

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Busy Bee's Pre-school
Setting Address	Hodgson Centre Hodgson Avenue Peterborough Cambridgeshire PE4 5EG

REGISTERED PROVIDER DETAILS

Name	Ms Mary Ryan
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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

Busy Bees Pre-School opened in 1988. It operates from the Hodgeson Community Centre In Werrington, Peterborough. The group has use of the main hall plus kitchen and toilet facilities. There is also an enclosed outdoor play area. The pre school serves the local area.

There are currently 63 children from 2 to 5 years on roll. This includes 28 funded 3 year olds. Children attend for a variety of sessions. The setting supports children with special needs and for whom English as an additional language.

The group opens five days a week during school term times. Sessions are from 0900 until 1130 Monday to Friday mornings, with an optional lunch club from 1130 until 1230. They also open from 1230 until 1500 Monday and Tuesday afternoons. The setting offers holiday play schemes for children up to the age of eight years.

Six staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Busy Bees Pre School provides a good standard of care for children. The setting benefits from a well organised structure. Effective use is made of the staff who are guided by an agreed set of policies and procedures which they understand and consistently implement.

Staff plan a wide range of activities for the children which enables them to develop their emotional, physical and intellectual skills. There is an effective key worker system which enables the staff to develop good relationships with the children and their parents. The premises is well maintained, clean and attractive and children are provided with appropriate furniture and resources. Clear health and safety procedures are in place which are followed by the staff. The children are aware of

the importance of good hygiene and how to look after their bodies. They are provided with a variety of different fruits at snack time. The staff are calm and patient and help the children to understand the boundaries of the setting.

There is a good partnership with the parents and carers. Staff talk to the parents on an informal basis when they leave and collect their child, and notice boards and newsletter keep parents informed of new issues which might affect them or their child. Documentation is in place and is well organised. However, some of the policies and procedures need extending to meet current legislation.

What has improved since the last inspection?

At the last inspection the group was deemed to meeting the standards. They have continue to review practice and procedures to deliver a good level of care.

What is being done well?

- The setting is well organised to meet children's needs. Staff meet regularly to discuss current issues and they are very aware of individual children's requirements.
- Children are provided with a safe and secure environment in which they can learn and play. Staff complete risk assessments which are regularly reviewed.
- The staff provide the children with healthy and nutritious snacks every day. They encourage the children to have good hygiene habits as they remind them to wash their hands before eating and after visiting the toilet.
- The staff have good relationships with the parents who are warmly welcomed at the beginning and end of every session. They keep parents fully informed about events and activities at the group.

What needs to be improved?

- the documentation to ensure policies and procedures meet current standards.

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
14	ensure that policies and procedures are updated and expanded. This refers to child protection details, complaint policy and lost and uncollected child.

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

How effective is the nursery education?

The provision for nursery education at Busy Bees Pre School is very good. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good understanding of the foundation stage and this is shown in their interaction with the children. They engage the children in meaningful dialogue and encourage them to think for themselves. Staff set clear rules and boundaries for the children which they consistently and appropriately reinforce. Plans are in place which cover the six areas of learning although these link to activities rather than expected learning outcomes. Staff complete regular assessments on the children which are linked to the stepping stones. However, this information is not used to note future targets or inform planning.

The leadership and management is very good. Staff work well as a team and meet regularly to plan and discuss issues. They have clear leadership and show a commitment to ongoing training. Effective systems are in place to monitor the quality of the provision and the group have completed an approved accreditation scheme.

The partnership with parents and carers is very good. New parents receive a comprehensive welcome pack which informs them about the foundation stage. They are invited to an induction session where staff explain the key worker system and how the foundation stage is covered. Staff meet regularly with the parents to discuss their child's progress and development.

What is being done well?

- Children are very confident at using numbers in their play. Staff effectively work alongside the children and introduce mathematical vocabulary into the children's play.
- The staff work well as a team and share their knowledge and skills. They are aware of their roles and responsibilities during the session and give each other support.
- The children are well behaved and have a good understanding of right and wrong. They are able to play co-operatively and share and take turns when using the equipment. They treat each other and the staff with respect and courtesy.
- Children are able to take part in an interesting range of well planned activities to extend their knowledge and understanding of the world and creative skills.

What needs to be improved?
<ul style="list-style-type: none">● the use of assessments to help set future targets and influence planning● the details on the plans to link to identify the expected learning outcomes

What has improved since the last inspection?
<p>The pre school has made very good progress since the last inspection and this has had a positive effect. The parents receive detailed information from the setting. Alongside other information the prospectus includes specific reference to the six areas of learning.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoying going to the pre school and make very good relationships with each other and the staff. They become absorbed in their chosen activity and show concentration and perseverance as they complete puzzles and play dominoes. Children are well behaved and are able to share and take turns. They treat each other with respect and courtesy. Children have good independence skills which they use to pour drinks, take themselves to the toilet and put on and take off dressing up clothes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children like to share their views and opinions with the staff. They have opportunities to extend their vocabulary through skilful interaction from the staff. Children are able to recognise and write their own name. Children understand that print has meaning as they look at recipe cards and use books for reference and pleasure. Staff effectively introduce children to the sounds of the alphabet. However, resources are not always effectively used to promote mark making in free play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very competent at using numbers in both structured and free play activities. They can able to count to ten and above and recognise a range of numerals. Children have a good understanding of addition and subtraction and use regularly use mathematical vocabulary in their play. They recognise a range of shapes and can match and sort into different categories. Children frequently discuss different sizes and quantities and are effectively introduced to positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children effectively find out about their local environment as they go out for walks and collect leaves. They discuss the weather and look at how they come to pre school. A road set helps them to learn about crossing the road with safety. Children observe what happens as play dough is mixed. They investigate light using torches and mirrors and work out how build a stable tower of bricks. Children have limited opportunities to extend their understanding of everyday technology in their free play.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are very competent at using a wide range of tools. They can effectively cut with scissors, use spoons and jugs to measure flour and water and use knives to spread jam. They successfully complete puzzles, thread past necklaces and hammer small nails. Children move with control and co-ordination. They successfully manoeuvre cars and bikes, balance on stepping stones and stilts. They also manipulate their bodies to pretend to be rockets and scarecrows.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have high imaginative skills which they use throughout the session as they pretend to be a teacher reading a story, plan a tea party or play 'pass the parcel' with the play dough. Children effectively use their senses as they make jam sandwiches, mix play dough, plant flowers and play in the snow. They use a range of different techniques to produce their creative work. They paint with marbles, leaves, fruit and Wellington boots. Children enjoy singing and moving their bodies to music.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weakness to report, but consideration should be given to improving the following:
- use assessments to help focus individual targets and aid planning. Ensure plans identify how the activities lead to the expected leaning outcomes.

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.