



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110037

DfES Number: 518347

INSPECTION DETAILS

Inspection Date	17/11/2003
Inspector Name	Tonia Chilcott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Botley Bees Pre-school
Setting Address	The Market Hall Botley Square, Botley Southampton Hampshire SO30 2ES

REGISTERED PROVIDER DETAILS

Name	The Committee of BOTLEY BEES PRE-SCHOOL COMMITTEE
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ORGANISATION DETAILS

Name	BOTLEY BEES PRE-SCHOOL COMMITTEE
Address	AS BEFORE U/A

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

Botley Bees Pre-school opened in 1992. It is registered to care for no more than 18 children under five.

It operates from the Market Hall in Botley Square on the outskirts of Southampton. The preschool serves the local area with most children attending living locally.

There are currently 38 children from under three to five years on roll. This includes 29 funded three year olds and currently no funded four year olds. Children attend for a variety of sessions. Some children have been identified as needing additional support with special needs and the group supports no children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9:30 to 12:00 Monday to Friday and 12:30 to 15:00 Monday, Tuesday, Wednesday and Friday according to need.

Five part time staff work with the children. Three have early years qualifications. One member of staff is currently on training programmes; all staff have received training in early years. The setting receives support from a teacher from the Early Years Development and Childcare Partnership(EYDCP) and the Preschool Learning Alliance(PLA).

How good is the Day Care?

Botley Bees Pre-school provides good quality care to children. The staff's use of space, ensures that a warm and welcoming environment is offered to children and parents. The arrangements in place, ensure that children are not left unattended at any time. All members of staff have attended courses and regularly update their training in early years. A wide variety of toys and equipment is available, and staff use the resources effectively to aid children's learning. An excellent record keeping system ensures that records are up to date and confidentiality is maintained.

Staff give high priority to children's safety and all staff have relevant and up to date first aid training. Children's dietary requirements are met although limited amount of healthy snacks are provided. Children are treated as individuals and their individual needs are met. Children with special needs are well supported. Staff have a good understanding of child protection procedures and all have received relevant training.

Children are offered a wide range of activities that will meet their individual development needs. Staff provide a range of equipment that promotes positive images of equal opportunities. There are good procedures in place to manage children's behaviour.

The preschool builds strong relationships with parents. Parents are encouraged to be involved in the group and their children's learning. They are provided with comprehensive information, but are not aware of all procedures that are in place.

What has improved since the last inspection?

This does not apply, as the last inspection was a transitional inspection.

What is being done well?

- Staff provide very good activities for children. Members of staff have good relationships with children and know them well, ensuring that they can plan activities that will meet the needs of all children.
- Staff use the space well, ensuring that the environment is warm and welcoming for children. The staff carefully plan the lay out of the session to ensure that children are able to move freely between activities.
- The preschool have comprehensive policies and procedures for safety issues. Staff give high priority to children's safety at all times and ensure that risk assessments are undertaken regularly.
- Children know the boundaries for behaviour well and respond to requests from staff well. The staff have developed a system to reward good behaviour; all children take part and all receive rewards on a daily basis.
- The preschool builds strong relationships with parents. Parents play an active role in the daily sessions and are actively involved in the day to day running of the pre-school. The pre-school ensures that parents are provided with comprehensive information about their child's individual development during their time at the group.

An aspect of outstanding practice:

The staff provide excellent settling in procedures for children and parents. By spending time getting to know the family, they are able to use methods to settle children that are both individual to the child and very effective. For example, one distressed child was very quickly soothed using a picture time line that staff made with the child. (Standard 3)

What needs to be improved?

- the range of snacks that are provided for children, to ensure that healthy options are more readily available
- the presentation of information that is provided to parents about the pre-school policies.

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
8	ensure that healthy snacks are provided to children
12	ensure that the information provided to parents about policies and procedures is presented in a concise and non overwhelming manner

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

How effective is the nursery education?

Botley Bees Pre-school provides good quality nursery education, children are making very good progress towards the Early Learning Goals through a wide range of interesting activities. Children are making very good progress in most areas of learning.

The quality of teaching is very good. The staff's clear knowledge of the Foundation Stage and their effective planning of an interesting and appropriate range of activities help children to learn. The staff use the accommodation well and plan the layout carefully to ensure that children's learning is supported. Children behave well in response to the staff's expectations and sensitive support. Staff spend time getting to know the children's individual needs. An assessment system is used to record children's progress towards the early learning goals and to aid planning. Children with special needs are supported well. There are currently no children with English as a second language, although staff have a good understanding of how these children can be supported. Staff do not however consistently adapt activities to provide sufficient challenge for the more able children.

Leadership and management is very good. The pre-school benefits from strong leadership and staff are encouraged to attend training on a regular basis. They have worked hard to develop a strong staff team and have developed effective methods to assess the preschool's practice.

The partnership with parents and carers is very good. Parents are informed about their children's progress towards the early learning goals. They are provided with information about the foundation stage and the pre-schools routines and practice.

What is being done well?

- The quality of teaching is very good, the staff are sound in their knowledge of the Early Learning Goals and they provide a stimulating environment for the children enabling the children to learn across all areas.
- All areas of learning are incorporated into the planning in an imaginative way ensuring the children are offered a wide range of exciting activities.
- Staff use assessments made on the children and activities to inform further planning, and ensure that the provision is tailored to meet the individual needs of all the children.
- Relationships between the staff, parents and children are very good. The parents are keen to help out in the group.
- Children's physical development is very good. Staff offer a wide range of interesting and stimulating activities to support development in this area.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:-
- the encouragement given to children to count and recognise numbers over 10
- the amount of children's work that is displayed.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. A new assessment system that relates clearly to the stepping stones has been introduced and is used well to record children's development and to inform further planning.

The variety of resources to enable children to take part in scientific activities has been increased and features regularly in the planned provision.

The pre-school has made generally good progress towards displaying children's work, although this area is still in the process of being further developed. They have however been able to display a number line at child height. The book corner is now an inviting area that children are able and keen to access.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children develop good relationships with the staff and each other. They are actively involved in their learning. They are confident, work well together and independently. They learn to co-operate and share, for example whilst using the computer. The children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children's spoken language is developing well. Children enjoy books and listen well to stories. The children are making good progress with their pre-reading and writing skills and many opportunities to practice writing for a variety of different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children have many opportunities to experience the use of numbers one to 10. They enjoy activities which give them an understanding of number, size and shape for instance puzzles and the computer programmes. The more able children do not however have enough opportunities to recognise and count numbers over 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children enjoy finding out about their immediate environment, for instance whilst visiting the local shops and post office. The children are encouraged to talk about themselves and this is supported by the role play opportunities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are confident and competent whilst using tools and materials. They enjoy undertaking physical activities for instance the opportunities for climbing, jumping and balancing. Children demonstrate a good sense of space and move confidently during physical activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children use their imagination whilst undertaking role play and enjoy participating in singing sessions and are regularly explore sound and musical instruments. Children respond with their all their senses to many experiences, such as touching a range of different and contrasting textures.

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 weaknesses to report, but consideration should be given to improving the following:
- ensure children have opportunities to count and recognise the numbers over ten
- provide more opportunities to display children's work.

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.