



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113398

DfES Number: 517777

INSPECTION DETAILS

Inspection Date 06/07/2004
Inspector Name Bridget Richardson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Playgroup
Setting Address Southwick Methodist Church
Manor Hall Road, Southwick
Brighton
East Sussex
BN42 4NA

REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bees Playgroup Committee

ORGANISATION DETAILS

Name Busy Bees Playgroup Committee
Address The Manse
Manor Hall Road, Southwick
Brighton
East Sussex
BN42 4NA

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 1992. It operates from a hall at the local Methodist church and has a secure outdoor area. It is located in Southwick close to local schools and the shopping centre. The setting serves the local and surrounding area.

There are currently 36 children from 2 to 5 years on roll. This includes 15 funded 3 year olds and 15 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9:00 to 11:45 Monday to Friday and 12:15 to 14:45 Monday to Thursday.

Seven part-time staff work with the children. Over half the staff have relevant early years qualification. Two staff members are currently working towards a higher early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The quality and standard of care at Busy Bees Pre-school is good. The group provides a warm child friendly environment and children are happy and settled. Clear procedures are in place for promoting safety and staff are effectively deployed at all times to ensure children are well cared for. Suitable hygiene procedures are in place.

The staff form warm, caring relationships with the children who are happy and confident. Staff work closely as a team and act as positive role models to ensure that their handling of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding. They work closely with parents and other professionals as required. They provide an interesting worthwhile range of activities and children are encouraged to participate. Space is well organised to support children's learning and to ensure equality of opportunity for all

children. A wide range of suitable play equipment is available, which is well utilised and accessible to children.

There is an effective relationship with parents and they are provided with comprehensive information about the pre-school and their child. The regular exchange of information on children's progress ensures that their individual needs are well met. Most areas of paperwork are in place, however considerations are required around confidentiality of information and more detailed information needs to be recorded in the attendance register. Improvements are required to ensure that all the relevant checks are carried out on persons who have unsupervised contact with children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff encourage children to be confident, independent and develop their self esteem.
- Wide range of suitable play equipment, which is well utilised and accessible to children.
- Clear procedures in place to ensure children are safe at all times.
- Staff act as positive role models and their handling of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding.
- The pre-school has positive relationships with parents and they are welcomed in to the setting.

What needs to be improved?

- the vetting procedure
- the attendance register
- the accident book.

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
1	Ensure all persons have fully completed the vetting procedures.
2	Ensure the attendance register gives information on times of arrival and departure.
7	Ensure confidentiality of entries in the accident book.

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 acceptable and is of high quality. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a clear understanding of how children learn. They plan and provide a good range of practical activities which are suitably adapted to meet all children's needs. Planning and assessment is linked to the stepping-stones and used effectively to help children progress on to the next stage in their learning. Children are confident, well behaved and show independence. Time, accommodation and resources are well used, however, the book corner is not inviting to children and not well utilised.

Leadership and management of the pre-school is very good. Clear objectives are set and roles and responsibilities defined. An excellent staff team is in place, and clear communication and good support allows them to provide a stimulating, well-balanced programme. Management show a good understanding of early years practice and are committed to improving the care and education for all children. Effective systems are in place to support, monitor and evaluate both staff and early years practice.

The partnership with parents is very good. Parents are welcomed in to the group and encouraged to take an active role. They are well informed about the setting, it's routine and activities provided. Staff work closely with parents sharing information about children's progress and development in a variety of formal and informal ways.

What is being done well?

- Relationships within the pre-school are very good. Staff value every child as an individual and have a good knowledge of each child's personal needs.
- Staff create a well-planned stimulating environment, where children learn through a wide range of practical activities, making good use of resources. There are many learning opportunities throughout the daily routine.
- Children demonstrate excellent designing and making skills. They select confidently from a variety of materials and tools to cut skilfully and join together.
- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversation.
- Children's knowledge and understanding of the world is very good and activities and resources encourage them to explore and investigate.

What needs to be improved?

- the book corner.

What has improved since the last inspection?

At the last inspection the pre-school agreed to become more familiar with the Code of Practice for the Identification and Assessment of children with Special Educational Needs and to provide parents with information about the broader educational programme. The pre-school have put in to place effective procedures to ensure that they are more familiar with the Code of Practice. Information now provided for parents is comprehensive and covers the broader educational programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with adults and other children in the group. They learn to co-operate and work well together. They separate easily from main carers and are confident and happy in the setting. Staff have established friendly, positive relationships with the children and use praise and encouragement effectively to make all children feel valued.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can link sounds and letters confidently and are given a wide range of opportunities throughout the daily routine to practice. Staff question children effectively encouraging them to think and contribute their own ideas. Children are encouraged to use emergent writing in a number of situations. Children are able to sit and listen to stories, however they do not use the book area freely.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make excellent use of routines, activities and free play to introduce mathematical language and to consolidate concepts such as addition and subtraction. Children learn about positional language, size and quantity through everyday routines and clear explanations from adults. Many children are confident in counting and recognising numerals 1 to 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children demonstrate excellent cutting and joining skills. They use appropriate materials and tools competently. Adults support children in activities, allowing them to explore different textures and materials safely and extensively through open questioning. Children's knowledge and understanding of the world is very good and activities and resources encourage them to explore and investigate.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are skilled at using a variety of construction equipment and frequently use paper, card, recycled materials, scissors and glue for cutting and joining. They are able to access resources freely and work well independently and as part of a group. Children are confident in using outside equipment and show good co-ordination and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Daily art and craft activities are organised and children are able to choose their own materials to create pictures and models, which challenge all abilities. Adults support children's creative development and allow them to fully explore through well planned activities and effective questioning. Children have many opportunities to use their senses and explore a varied range of materials both natural and man made.

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:

- Continue to develop the book corner to make it more inviting to children.

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.