



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400303

DfES Number:

INSPECTION DETAILS

Inspection Date 20/10/2004
Inspector Name Lindsey Pollock

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Playgroup
Setting Address Pannal Community Primary School
Pannal Green
Pannal
North Yorkshire
HG3 1LH

REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bees Playgroup

ORGANISATION DETAILS

Name Busy Bees Playgroup
Address Pannal Community Primary School
Pannal Green
Pannal
North Yorkshire
HG3 1LH

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 Playgroup is a committee run group which has been running since the mid 1970's. It was re-registered in new premises in 1998. It is located in the centre of Pannal and serves the local and surrounding areas.

The playgroup operates from purpose built premises in the grounds of Pannal community primary school and has use of one large playroom, an office, and toilet and kitchen facilities. The group is registered to provide sessional care for 24 children aged between two years and under five years old. There are currently 31 children on roll, of which twelve three-year olds and one four- year old are in receipt of nursery education funding. There are procedures in place to support children with special needs and for children who speak English as an additional language.

The group opens five days a week during term time only. Sessions are from 09:00 to 11:45. There are five members of staff working with the children, three of whom hold a recognised childcare qualification. One member of staff is working towards a further qualification. The group receives regular support from the Local Authority.

How good is the Day Care?

Busy Bees Playgroup provides good quality care for children. Staff work well together as a team to provide a warm and welcoming atmosphere for children, their parents and carers. Most written policies and procedures are in place for the efficient and safe management of the provision, but some do not contain the required information.

Staff have a good awareness of safety issues and most aspects are very well met. They promote the good health of the children by taking positive steps to prevent the spread of infection and encourage children to learn good hygiene routines. Appropriate measures are taken if a child becomes ill. Children are provided with varied healthy snacks and drinks and fresh drinking water is accessible at all times.

A very good range of interesting and exciting activities and play opportunities are

provided which develop children's emotional, physical social and intellectual capabilities. Children have access to a wide range of stimulating and good quality resources including those which reflect diversity. Staff meet children's needs through sensitive and appropriate interactions that promote children's self esteem. Children's progress is monitored regularly by staff who use this information to provide for their individual needs. Warm and caring relationships have been established between staff and children. Effective procedures are in place to support children with special needs. Children's behaviour in the playgroup is very good.

Trusting and mutually supportive partnerships between the pre-school and parents and carers have been developed. Parents are welcomed in to the setting and encouraged to share information, knowledge and expertise. Most documentation is kept in an organised, confidential manner and is available for inspection.

What has improved since the last inspection?

At the last inspection actions were made regarding a designated member of staff for child protection and to develop staff's knowledge and understanding of child protection issues. Children's safety has been improved by the person in charge completing recent child protection training, she is responsible for liaising with local child protection agencies and Ofsted. All other staff members including the chair of the committee, have a sound knowledge of child protection, and are fully aware of their responsibilities.

What is being done well?

- Good relationships have been built between the staff and children and between the children themselves. Staff help all children develop confidence and self esteem by providing a warm, secure and stimulating environment. Children are relaxed, happy and have fun.
- Staff are committed to improving their provision and providing the best care and education for all children. They continually update and develop their practice through attending regular training.
- A wide range of good quality resources including those which reflect diversity are available. Children develop their independence as they select from the many interesting and exciting activities and play opportunities.
- Good attention is given to meeting children's individual needs. Children are cared for in a way that is appropriate for their age and stage of development.

What needs to be improved?

- safety, with regards to the details recorded of visitors to the setting
- documentation, to ensure the information and policies for parents have the required details and all certificates are available for inspection.

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	Keep a record of the names of visitors and the time they spend in the provision.
14	Ensure all written information for parents contains the required details.
14	Ensure that all certificates relating to day care activities are readily accessible on the premises and available for inspection at all times

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

How effective is the nursery education?

Busy Bees Playgroup provides high quality nursery education where children enjoy learning whilst having fun. They are happy and secure in the care of an enthusiastic and committed team of staff. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff work very well together to provide an interesting and stimulating curriculum that enables children to learn successfully. Staff have a sound knowledge and understanding of the Foundation Stage and the early learning goals. Planning is detailed and covers all areas of learning. New assessment tools which link fully to the stepping stones are not yet fully implemented. Staff provide an interesting and varied range of activities, supported with very good quality resources, to introduce children to new ideas and experiences.

Leadership and management is very good. The person in charge, and the chair of the committee recognise and value the strengths of their team. All staff are involved in planning and they reflect on what needs to be done to improve the quality of nursery education. Effective monitoring and evaluation of the educational provision ensures that areas for development are identified and acted upon. All staff are highly committed to improving the care and education of the children who attend.

Partnership with parents and carers is very good. Staff have developed good relationships with parents and keep them informed about learning and progress through regular dialogue, newsletters and the information on the noticeboard. Written information for parents to take away regarding the Foundation Stage is limited. Some parents have not yet seen the new assessment tools. Parents speak very highly about the group and the staff and feel involved in their child's learning.

What is being done well?

- Children are happy, confident, and highly motivated. They behave well and develop very good relationships with staff and each other.
- Children's development in the area of communication, language and literacy is particularly good. They communicate confidently, demonstrate impressive skills at linking sounds and letters and derive much pleasure from the wide range of books available.
- Staff work well as a team and plan a wide range of interesting and exciting activities for the children. They are committed to improving the care and education of the children.
- A inviting learning environment is provided for the children. Space and resources are well organised to help the children become independent. Effective use is made of the indoor and outdoor accommodation.

What needs to be improved?

- the assessments of children's progress towards the early learning goals and the arrangements for sharing them with parents
- the information given to parents on the Foundation Stage.

What has improved since the last inspection?

Very good progress has been made overall in addressing the four key issues identified in the previous inspection report. These required the playgroup to develop the programme for mathematics, make more effective use of assessment tools, to enhance the long term plans to cover all areas of learning and to improve teaching by re-organising sessions to ensure four-year-olds are suitably challenged by activities.

Improved equipment for mathematics now enables children to develop skills in sorting, comparing sizes, and pattern making. New assessment tools are ready to be introduced, these are linked to the stepping stones and will enable staff to plan for individual children. Long/medium and short term planning covers all areas of learning equally. Planning now differentiates between three-year-old and four-year-olds. Focus activities show objectives for differing developmental abilities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show high levels of confidence, they have a positive approach to learning and show great enthusiasm in all that they do. They demonstrate good independence skills as they look after their own personal hygiene, tidy away toys, put on their own aprons, coats and shoes. Children have a good awareness of the boundaries of the setting, they are beginning to know what is right, what is wrong and why.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with each other and with adults in the setting. They listen to stories with good attention some show good skills at recall. Children enjoy books and handle them carefully and correctly. They are developing impressive skills at hearing and saying initial sound in words. Most are able to correctly identify significant letters and some recognise words other than their own name. Writing skills are developing well with some children able to independently write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to count confidently during daily routines and activities. Some recognise numerals as they put their house numbers onto pictures of their homes and use the telephone in the role play area. They are developing good skills for problem solving and calculating through practical activities and singing. Some children correctly name mathematical shapes such as circles, triangles and squares and can order objects by size using the appropriate mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enthusiastically explore and investigate a wide range of objects, materials, living creatures and show an increasing interest in the world in which they live. They are developing good designing and making skills, and are able to construct with a purpose, using a variety of resources, simple tools, and techniques. Their skills in ICT are developing well, they know how to operate simple equipment and more able children are becoming competent when using the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with good coordination and control as they run outside, steer large equipment around room. They show awareness of one another and the space around them as they play in large and small group situations. Children handle a range of small equipment with increasing skill and their hand-eye coordination is developed as they cut with scissors, hammer small nails into shapes and use pencils. Children are beginning to recognise healthy food and the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement: Very Good

All children enjoy exploring colour, texture and shape and experiment through varied activities. They enjoy listening to and making music, they sing enthusiastically and have built up a fine repertoire of songs. Children respond well to what they see, hear, smell, touch and feel during activities. Their imagination is developing well as they play in the regularly changed role play area and some play alongside other children engaged in the same theme.

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;
- the full implementation of the new planning and assessment systems and arrangements for sharing them with parents.
- the information given to parents about Foundation Stage.

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.