



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106246

DfES Number: 517299

INSPECTION DETAILS

Inspection Date	04/02/2004
Inspector Name	Janet Butlin

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bovey Busy Bees Pre-school
Setting Address	The Methodist Church Hall Bovey Tracey Newton Abbot Devon TQ13 9AB

REGISTERED PROVIDER DETAILS

Name	The Committee of Bovey Busy Bees Pre-school Committee
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ORGANISATION DETAILS

Name	Bovey Busy Bees Pre-school Committee
Address	The Methodist Church Hall Bovey Tracey Newton Abbot Devon TQ13 9AB

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

Established in 1991, Busy Bees Pre-School is privately owned, and run by a committee of staff members with representation from the church. It is housed in the Methodist Church Hall at Bovey Tracey, and it serves the families and children of local villages. The pre-school opens on Mondays, Wednesdays and Fridays from 09.30 to 12.00 and on Thursday afternoons from 12.15 to 14.45. There is also a session from 12.45 to 14.30 on Mondays for two-year-olds. It is registered for 26 children aged from two to five years. At present there are 38 children enrolled, 14 of whom are three-year-olds and six are four-year-olds and in receipt of funding. There are no children attending who have special educational needs or English as an additional language. Children have the use of several rooms within the church hall and are cared for by a regular staff of five. The supervisor has an early years qualification to NVQ level 3, and three other staff members are pursuing suitable training to either level two or three. The group receives support from the Devon Early Years Development and Childcare Partnership.

How good is the Day Care?

Bovey Busy Bees Pre-school provides satisfactory care for children. They offer a bright and welcoming environment where children are eager and happy to learn and are sensitively cared for. The children have warm and trusting relationships with staff who are consistent, sensitive and responsive. All documentation is in place, the organisation of care is sound and children are involved in a wide range of interesting activities.

The staff give careful thought to ensuring children enjoy their play and plan activities linked to the Early Learning Goals for older children. Children's behaviour is managed very well. Staff give appropriate praise and value children's achievements.

The premises are welcoming, clean, bright and well organised for play and a good range of toys and equipment are available. The outdoor environment is enclosed and well used to promote children's play and learning and enable them to enjoy the fresh air.

Satisfactory consideration is given to issues of safety and a rigorous record is kept of visitors to setting, however the existing system of ensuring the premises are secure has weaknesses. Health and hygiene are given very good emphasis and children are careful about their personal hygiene, disposing of tissues hygienically. Snacks provided are basic and do not represent much in the way of wholesome variety, also the organisation of snack time lacks pace and social interaction.

The group has a sound awareness of caring for children with special needs and children who have English as an additional language although there are none in the setting at present. Staff have a good understanding of equality of opportunity and a satisfactory awareness of child protection overall.

The group has a satisfactory partnership with parents and extends a warm welcome to them, ensuring that there are opportunities to talk, communicate and to share information about children's progress. However, information regarding the forthcoming planned provision is limited.

What has improved since the last inspection?

The group has made good progress with the actions arising from the previous inspection and this has had a positive impact on the provision. Identified safety issues have been addressed with all heaters now being protected and insurance cover in place. There is an effective plan to ensure staff are appropriately qualified and parental consent has been obtained for the seeking of emergency medical advice or treatment. Parents receive improved information regarding the setting and developing this further is an area that the group is addressing with particular regard to information regarding the educational provision.

What is being done well?

- The environment is bright, welcoming and well organised for play.
- Health and hygiene are given good emphasis.
- Behaviour is very well managed and children are polite and very well behaved.
- There is a good range of resources which are well presented and in good condition.

What needs to be improved?

- the system of ensuring that the premises are secure
- attention to the organisation of snack time and the food provided
- the amount of information available to parents regarding the planned provision.

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection										
<table border="1"><thead><tr><th>Std</th><th>Recommendation</th></tr></thead><tbody><tr><td>6</td><td>Improve the system of ensuring the premises are secure</td></tr><tr><td>8</td><td>Provide a healthy variety of food at snack time</td></tr><tr><td>12</td><td>Improve the information available to parents regarding the planned provision</td></tr><tr><td>2</td><td>Improve the organisation of snack time so that it is a positive experience for the children</td></tr></tbody></table>	Std	Recommendation	6	Improve the system of ensuring the premises are secure	8	Provide a healthy variety of food at snack time	12	Improve the information available to parents regarding the planned provision	2	Improve the organisation of snack time so that it is a positive experience for the children
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bovey Busy Bees Pre-school offers good quality nursery education where children enjoy learning through a range of interesting activities. Children are making generally good progress towards the early learning goals in all areas of learning and their progress in mathematical development, knowledge and understanding of the world and physical development is very good. There are minor weaknesses in the area of communication, language and literacy and creative development due to a lack of emphasis in the planning. Children are confident, well behaved and independent.

Teaching is generally good overall. This is due to the enthusiasm and commitment of the staff. They are consistent and sensitive and ensure that children enjoy their time in pre-school. Children's behaviour is good and well managed. The staff's generally sound knowledge of the Foundation Stage enables them to plan an interesting and appropriate range of practical activities. The nursery has no children attending who have special educational needs or English as an additional language but there is an effective system in place to provide good support. The assessment of children's learning is generally effective but is not consistently used to inform planning. This is particularly noticeable during whole group times including snack time and the periods of very directed activity where children are expected to produce the same product regardless of their stage of development. The setting has a good range of equipment to cover and promote all areas of learning and these are well used.

Leadership and management are generally good. The staff are supported in their professional development. The setting is committed to improvement and attend regular meetings and training.

There is a generally good partnership with parents. They are welcomed to be part of the assessment process but receive very limited information regarding the planned educational programme. Regular communication is welcomed.

What is being done well?

- Children's mathematical development is very well supported and every opportunity is taken to consolidate children's mathematical understanding in everyday situations.
- Physical development is given good emphasis and children are skilled at using a variety of small tools as well as larger equipment.
- Good use is made of simple technology to support children's knowledge and understanding of the world.
- Children are well behaved and polite.

What needs to be improved?

- planning to ensure that children are consistently grouped and supported according to their individual needs
- opportunities for children to explore rhyme and the sounds that letters make
- opportunities to explore music and use it to inspire their imagination and learning
- the information provided for parents regarding the forthcoming educational programme.

What has improved since the last inspection?

All issues arising from the previous inspection have been addressed in an action plan and progress has been generally good. The impact on the provision has been good. Planning has been improved and a helpful assessment system has been devised. The assessment system is made available to parents. The group have improved their resources to support children's experience of technology and cultural awareness. Music remains an area that the group wishes to develop.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, polite, settle quickly and become happily absorbed in their play. They are able to share well and work together and co-operate successfully. Children are confident to speak and share experiences with the group and are enabled to understand the reasons for rules, such as sharing. The rather slowly paced snack time was the only period when children became restless and lost the happy concentration that they so evidently displayed throughout the rest of the session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enthusiastically make marks and write during periods of free play, for example making notes about 'patients' in their hospital role-play. They also have frequent opportunities to make marks and practise writing their names. They use and enjoy books, handle them appropriately and pay good attention to well presented stories. They happily explore imaginary situations and describe what is happening in their role-play. There is little exploration of rhyme or the sounds letters make.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Good use is made of everyday play situations to consolidate children's mathematical understanding. Children are confident at counting and staff enable them to recognise shapes and recreate patterns using pegs, beads and abacus games. Staff help children to work out what happens if one group of objects is added to, or taken away from, another, by such activities as working with bricks. They effectively help them to link numerals to the quantity they represent.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are enabled to think about how things work and effectively work out how to construct and strengthen structures. Good use is made of technology, such as simple computer programmes, and children develop good control of the operating mechanisms. There are many valuable opportunities to freely select materials to join and assemble in a variety of ways and the garden is used to enable children to learn about growth and discuss nature.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move with co-ordination and control as they balance along a low level 'snake' walkway. They also enjoy obstacle courses and climb and balance frequently and have developed this skill well. They develop their small muscles effectively using scissors with care and control and enjoy games that require developed pincer grip skills such as peg-board games. They particularly enjoy manipulating satisfyingly large amounts of dough and using dough extruders and tools.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy extensive and absorbing role-play, such as hospital and retail, which is well supported by staff. Free modelling and construction materials are provided frequently and children enjoy singing songs and listen carefully to the sounds they hear, for example in their sound lotto games. Opportunities for children to explore musical instruments are not planned frequently enough and there are limited opportunities for them to use music to inspire their imagination and learning.	

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

- Develop planning to ensure that all areas of learning are given consistent emphasis and that children are consistently grouped for activities according to their individual needs.
- Provide parents with more detailed information regarding the planned educational programme.

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.