



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY242934

DfES Number: 521497

INSPECTION DETAILS

Inspection Date	23/11/2004
Inspector Name	Nicola Jayne Pascoe

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Busy Bodies Pre School
Setting Address	Gwinear Village Hall Gwinear Hayle Cornwall TR27 5LA

REGISTERED PROVIDER DETAILS

Name	Busy Bodies Pre School 1029217
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ORGANISATION DETAILS

Name	Busy Bodies Pre School
Address	Gwinear Village Hall Gwinear Hayle Cornwall TR27 5JL

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 Bodies Pre-School is a committee run group. It opened in 1986 and operates from a large hall, with use of toilet and kitchen facilities, in Gwinear village hall. It is situated in Gwinear, near Hayle. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9:15 until 11:45 during term times only.

There are currently 18 children from 2 to 5 years on roll. Of these 16 children receive funding for nursery education. Children come from the local and surrounding areas.

The committee employs four staff. Over half the staff members have early years qualifications to NVQ level 3. One member of staff is currently working towards qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP) and Pre-school Learning Alliance (PLA).

How good is the Day Care?

Busy Bodies pre-school provides good standards of care for children. Staff are suitably qualified and experienced. They demonstrate good levels of commitment to further training and development. The setting is well organised and effective procedures are followed to ensure that high adult to child ratios are maintained. Staff are well deployed and confident in their roles and responsibilities. The furniture and equipment is of a high quality and meets the children's needs. Documents are stored securely and confidentiality is maintained.

Written risk assessments are followed to ensure the safety and security of the premises. Fire procedures are effective. Children are well supervised at all times. Accident and medication records are shared appropriately with parents. However, children are at risk of cross-infection when sharing a bowl of hand washing water following painting activities. Children may access fresh drinking water freely and healthy eating habits are promoted. Children's individual needs are identified and

met well. Planned and free play activities positively promote an awareness of peoples differences. Most staff are confident in their ability to follow child protection procedures.

Children participate in a broad and balanced range of enjoyable and age appropriate activities. They are confident and curious to learn and develop skills. Staff have attended relevant training and are able to provide appropriate support to children with special needs. Staff are good role models. They are consistent in their effective use of positive and age appropriate methods of behaviour management. Children display good standards of behaviour.

Staff work closely with parents and recognise the benefits of sharing good levels of both verbal and written information on a regular basis. Parents are encouraged to be actively involved in their children's care and learning.

What has improved since the last inspection?

The setting has made good progress since the last inspection when they were required to complete building and decoration works and ensure that building and planning requirements, health and safety regulations and fire regulations were met. The committee have worked with the local authority to meet these requirements. They were to ensure that the premises are safe and secure, develop risk assessments and keep a record of named drivers and associated documents. Written risk assessments have been developed and implemented and are used effectively to maintain safety and security. A record of visitors was required, written consent from parents was to be obtained for emergency medical treatment or advice and accident records were required to maintain confidentiality. A visitors book is used, confidentiality is maintained and consent is routinely obtained on children's enrolment forms. The complaints procedure was required to contain the details of the regulating body. The address and telephone number for Ofsted has now been included in this policy.

What is being done well?

- Written policies and procedures are organised and are followed well to ensure the effective and smooth running of the pre-school setting. Staff supervise children closely and maintain high adult to child ratios. They are confident in their roles and responsibilities and are well-deployed to effectively support and interact with children.
- A high quality range of resources are provided. Children are able to freely access all equipment. Furniture, toys and equipment are safe and suitable, they meet children's needs well. Storage units are used effectively to divide the hall into different areas for rest and play and resources are displayed attractively and at child height.
- Staff are good role models. They promote high standards of behaviour through consistent use of positive and age appropriate methods of behaviour management. Children are rewarded and praised for good standards of behaviour. They are kind, considerate, polite and respectful to one another.

What needs to be improved?

- hand washing facilities, following painting activities, to avoid risk of cross-infection.
- staff knowledge and understanding of the Area Child Protection Committee procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
13	Develop staff knowledge and understanding of the Area Child Protection Committee procedures.
7	Ensure that children are protected from cross-infection during hand washing.

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

How effective is the nursery education?

Busy Bodies pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, knowledge and understanding of the world and creative development is delivered particularly well and children are making very good progress in these areas.

The quality of teaching is generally good. Staff demonstrate a sound understanding of the early learning goals. They plan and deliver a broad and balanced range of age appropriate and interesting activities, in which children may choose to participate. Staff know children well and provide good levels of support and interaction. They are good role models and effectively promote high standards of behaviour. Staff record detailed and useful observations of children's progress. However, these are not used effectively to identify individual learning intents. Staff do not make regular use of daily routines to promote children's use of mathematics to calculate and solve problems, or for children to link sounds to letters and further develop writing skills.

The leadership and management of the setting is generally good. Staff are committed, enthusiastic and work well as a team. They actively seek and identify further training and development opportunities. The committee are supportive and the pre-school maintain links with the local school and work closely with the Sure Start project. Staff welcome support and advice from early years organisations.

Partnership with parents is generally good. Staff provide parents with sufficient levels of information through newsletters, prospectus, parent notice board and through daily verbal discussion. Formal systems have been developed however are not yet fully implemented, to share information regarding children's progress, formally and regularly with parents. Staff encourage parents to be actively involved in their children's learning.

What is being done well?

- Staff know children well and plan effectively to ensure that their favourite toys are available when they attend. Staff are committed and work well as a team. They interact appropriately with children, listening and responding enthusiastically to children's ideas. Children and adults have formed strong and trusting relationships, they work harmoniously together creating a happy and busy atmosphere. Staff are kind and considerate, they set good examples to children, who in turn display high standards of behaviour.
- Children participate in regular, well-planned activities to explore different cultures and beliefs. They have free access to a wide range of quality materials with which to develop a positive awareness of peoples differences, such as dressing-up clothes, books, puzzles and small world toys. Visual displays depict the range of people in the local and wider community and

people from different countries.

- Children enjoy regular use of a range of materials with which to express themselves creatively. They particularly enjoy music and they dance enthusiastically to songs such as "wibble wobble, wibble wobble, jelly on a plate". All children enjoy dressing-up in a quality range of role play clothes and accessories. Children are able to express their preferences, which are respected. There is no expectation for them to participate in activities if they do not wish to.

What needs to be improved?

- the use of children's observational records to identify individual learning intents, which are linked to future planned activities to enable children of all abilities to make progress and be sufficiently challenged.
- the range of opportunities for children to link sounds to letters and further develop writing skills through daily routines.
- the use of daily routine activities to promote children's use of mathematics to calculate and solve problems.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Issues identified for improvement related to the range of activities provided to enable children to develop an understanding of other cultures, the requirement to extend assessment procedures to include regular assessments of three year olds and the development of planning to extend and adapt activities for children's specific needs, particularly during sessions of mixed ages.

Staff have extended the range of resources to provide children with opportunities to freely access books, puzzles, dressing-up clothes and small world toys. There are visual displays which promote a positive awareness and understanding of different cultures. They plan and deliver regular specific activities to explore religious festivals. Staff now use the same methods with which to observe and assess the progress of both three and four years olds. However, observation records are not used effectively to identify children's individual learning intents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen to enter the setting, they separate easily from their parent. They are confident to explore the environment and choose their favourite activities. They maintain high levels of interest and concentration. Children have formed strong and trusting relationships with adults and other children. They express their views and are respectful of the views of others. Children are well-behaved and have developed high levels of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are competent and able when communicating verbally. They listen well to others and respond appropriately. Children describe their plans and processes articulately when building models. They regularly use books for personal enjoyment, reference and to read confidently to other children. Children attempt writing during imaginative play. However, children do not receive sufficient opportunities to link sounds to letters or further develop writing skills through routine activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident to count and they successfully relate numbers to the correct amount of objects. They match and sort coloured cars, pictures and shapes. Children use positional language effectively to organise physical activities. They use mathematical language to compare size and height when building towers. However, children do not use mathematics during daily routine activities to solve problems and calculate.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are excited and well-motivated. They are eager to explore and investigate. They are developing an awareness of their local environment and the wider world. Children design and make models using appropriate tools and materials. They are confident and skilful in their regular use of ICT equipment. They are aware of the passing of time. Children display items on the interest table and are developing a positive awareness and understanding of people's differences.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move purposefully and safely in the pre-school environment. They participate in regular physical activity and are confident to climb, slide, bounce, jump and balance. Children use a range of small tools skilfully and negotiate with others to use large equipment to build. Children eat healthily at snack time, access drinking water as required and are keen to wipe the table when they spill a drink. Children are able to dress themselves during role play activity.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children recognise many different colours and use these to create patterns. They enjoy a varied range of mediums with which to express themselves creatively, such as dough, collage, sand, clay, paint and music. Children sing and dance enthusiastically and have regular use of musical instruments. They are creative in their use of dressing up clothes and initiate regular imaginative play with others. They use their senses to explore the environment and resources, such as scented candles and clay.</p>	

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

- extend the use of children's observational records to identify individual learning intents, which are linked to future planned activities to enable children of all abilities to make progress and be sufficiently challenged.
- plan to provide opportunities for children to link sounds to letters and to further develop writing skills through daily routines.
- develop the use of daily routine activities to promote children's use of mathematics to calculate and solve problems.

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.