



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400459

DfES Number: 583042

### INSPECTION DETAILS

Inspection Date	17/06/2003
Inspector Name	Sarah, Louise Gilpin

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Busy Bees Pre-school
Setting Address	Brayton Methodist Church Hall, Chapel Lane, Brayton Selby North Yorkshire YO8 9EE

### REGISTERED PROVIDER DETAILS

Name	Brayton Busy Bees Committee 1041141
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### ORGANISATION DETAILS

Name	Brayton Busy Bees Committee
Address	Brayton Methodist Church Hall, Chapel Lane, Brayton Selby North Yorkshire YO8 9EE

## 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 has been registered since 1992. It operates from main rooms of the Methodist chapel in Brayton, Selby. The group serves the local, village community.

There are currently 35 children from two and a half to five years on roll. This includes 24 funded three year olds and 3 funded four year olds. Children attend for a variety of sessions. Children with special needs attend the group and there is provision for children who speak English as an additional language.

The group is open during term time. Sessions are Monday, Tuesday, Wednesday and Friday mornings from 9.15 to 11.45 am. On Tuesday, Wednesday and Thursday afternoons the sessions are 12.30 to 3.00 pm.

There are four members of staff who work directly with the children, they hold or are working towards a level three qualifications in childcare.

The pre-school is a member of the Pre-School Learning Alliance and receive support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Brayton Busy Bees Pre-school provides satisfactory care for children.

There are suitably qualified staff who provide a warm and welcoming environment for all children. There are a range of policies and procedures in place which are implemented by the staff to promote the safety and well-being of the children, however these lack some necessary detail.

Staff build close and affectionate relationships with the children, they work across all areas of the pre-school and provide children with consistent care. Children's behaviour is managed well by setting clear boundaries and the use of positive reinforcement.

The educational provision is generally good. Staff work well as a team to devise interesting and fun activities, this is aided by a range of good quality resources. The children are making steady progress towards the early learning goals.

There is a good partnership with parents and carers. They are informed about the provision and the educational plans for children through regular newsletters. Parents are invited to become involved in their children's play and learning. Parents work alongside the staff each day on a rota basis.

#### **What has improved since the last inspection?**

n/a

#### **What is being done well?**

- The quality of the educational provision for all children is generally good, staff plan an interesting and fun curriculum for them. (Standards 3, 4, and 9)
- There is good provision for children who attend with special needs. (Standard 10)
- Staff build warm and affectionate relationships with the children. (Standard 3)
- The partnership with parents is good, parents find staff approachable, flexible and very friendly. (Standard 12)
- An interesting range of good quality equipment and resources are provided for children. (Standard 5)
- Children's behaviour is managed well through a consistent and positive approach. (Standard 11)

#### **What needs to be improved?**

- the procedures for parents who wish to complain; (standard 12)
- the child protection procedures. (standard 13)

#### **Outcome of the inspection**

Satisfactory

#### **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
12	make available to parents the contact details of Ofsted and a written procedure to follow if they have a complaint (standard 12)
13	ensure that the child protection procedure for the playgroup contains details of what would be done if allegations were made against a member of staff (standard 13)

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

### How effective is the nursery education?

Busy Bees Pre-school is a stimulating and fun environment for children. The educational provision is generally good and children make steady progress towards the early learning goals.

Children make very good progress in their language and literacy, knowledge and understanding of the world, personal, social and emotional and physical development. In mathematical and creative development their progress is generally good.

The quality of teaching is very good and staff demonstrate a sound understanding of the early learning goals and plan an interesting curriculum for the children, although some areas such as mathematics and creative could be developed further. They build warm relationships with the children and have appropriately high expectations of their development and learning. The behaviour of the children is good and is fostered through positive reinforcement and a fun, enjoyable atmosphere.

The leadership and management of the pre-school is generally good. The leader works directly with the staff and children each day. The staff are well supported in their professional development, although this is not structured by appraisals. The leader is committed to improving the provision and is aware of the current strengths and areas to develop, such as the physical environment.

The partnership with parents is very good. Good quality information about the provision and the plans for children are given to parents via the regular newsletter. Parents are provided with opportunities to discuss their children's progress. They find staff to be friendly and easy to approach.

### What is being done well?

- The relationships between the staff and children are warm, affectionate and contribute to their growing self esteem and learning
- The progress children make towards the early learning goals demonstrates that staff have a sound understanding of the foundation stage and that the quality of teaching is very good
- The resources and the physical environment are used well by staff to create an interesting, stimulating and fun provision
- Partnership with parents and carers is very good, they are happy with the provision and kept well informed about their children's progress
- The provision for children with special educational needs is excellent and helps children to progress well
- Leadership and management is good and supports an already committed

staff team.

**What needs to be improved?**

- the opportunities for children to engage in practical mathematical activities;
- the provision for developing children's individual creativity and imagination.

**What has improved since the last inspection?**

There were four key issues from the previous inspection as follows;

To improve the key worker system, this is now addressed at an earlier stage when parents and children are introduced to the key worker. The assessment records and profiles are completed by the key worker for each child.

To further develop the planning to identify learning objectives, the group plan to the early learning goals and the plans now clearly identify the stepping stones for children at different stages.

To improve children's opportunities for recognising and recreating mathematical problems, the planning shows evidence of sequencing within the plans for children, looking at growth and change in nature, the use of mathematical language required is highlighted on the planning.

To further improve opportunities to use technology to support learning, the group have purchased and use a listening centre and a computer and printer which is used by the older children each afternoon.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in their personal, social and emotional development. They are well supported and encouraged to make choices and use their own initiative. Children behave well and build warm and affectionate relationships with the staff. They are able to work together in small groups where they can concentrate well for short periods of time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

In communication, language and literacy children make very good progress. They express themselves very well using a wide vocabulary to converse with their peers and with the adults present. Some children are competent at forming the letters of their name and are provided with regular activities that encourage them to draw and paint. Children enjoy books and interactive story telling activities, where props are used.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in their mathematical development. They can count accurately to ten and some children are able to estimate how many during activities such as singing. Children recognise two dimensional shapes in the environment and can describe length and size. However the more able children are not sufficiently challenged to use simple addition and subtraction during practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

In their knowledge and understanding of the world children make very good progress. They can describe features of the local environment. Children design and construct for a purpose using a variety of building blocks to create interesting three dimensional models. They gain valuable support through technological resources available.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in their physical development is very good. They can move around with increasing control and with an awareness of others and their safety. They can negotiate large and small equipment with ease. Children can throw, kick, roll and catch with developing accuracy. They handle a range of tools such as scissors and paint brushes with competence.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
In creative development children's progress is generally good. The children enjoy role-play and art activities, however these are structured providing few opportunities for children to freely express their individual creativity. The children use facial expressions to illustrate their mood. They enjoy musical activities, can sing familiar songs from memory and repeat the require actions.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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 the mathematical curriculum to encourage children to use simple addition and subtraction in spontaneous everyday practical activities as well as formal activities;
- Encourage children to express their individual creativity through well planned and resourced activities, such as role-play and arts and crafts.

*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.*