



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 221727

DfES Number: 518917

### INSPECTION DETAILS

Inspection Date	11/03/2005
Inspector Name	Jill Nugent

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Busy Bees Pre-school Playgroup
Setting Address	Grange Lane Littleport Ely Cambridgeshire CB6 1HW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Busy Bees Pre-school Playgroup 1020127
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### ORGANISATION DETAILS

Name	Busy Bees Pre-school Playgroup
Address	Grange Lane Littleport Ely Cambridgeshire CB6 1HW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

The Busy Bees Pre-School Playgroup was registered in 1992. It operates from a mobile building which is situated in the grounds of a village school in Littleport, Cambridgeshire. All children have access to outdoor play areas. A maximum of 18 children may attend at any one time. The playgroup is open each weekday in term time from 09.00 to 11.30 and, when demand requires, from 12.30 to 15.00.

There are currently 33 children on roll aged from 2 to under 5 years. Of these 16 three-year-olds and 2 four-year-olds receive funding for nursery education. Children come from a wide catchment area. The playgroup supports children who have special educational needs and children who speak English as an additional language.

The playgroup employs 5 staff, 3 of whom have appropriate early years qualifications. The other 2 staff are working towards a qualification. The playgroup has input from a qualified teacher and is currently working towards a Pre-School Learning Alliance Accreditation Scheme.

## **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 Playgroup is of high quality overall. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff plan a range of interesting activities covering a variety of topics. Plans are detailed, clear and cover all six learning areas. Staff interact well with children during activities. They explain tasks clearly and ask open-ended questions to encourage children to think. Various group activities are included which extend the older children in their learning. Staff are involved with children during play activities and this results in a busy, happy atmosphere. They ensure that children are aware of the rules and expectations regarding behaviour both indoors and outdoors. Children's progress towards the early learning goals is recorded and the information is used effectively to guide future planning.

The leadership and management of the playgroup is very good. The playgroup leader is committed to improving and developing the educational programme. She leads the team effectively and takes responsibility for the supporting paperwork. All staff are keen to attend training courses and try out new ideas. The provision is monitored closely through discussion and the completion of a self-appraisal form. The leader makes good use of close links with the primary school in the ongoing development of the provision.

The partnership with parents and carers is very good. Parents receive good information about the Foundation Stage and the current topics. They find staff very approachable and can talk to them at any time about their children's progress, although there is no formal arrangement for doing this. Parents are invited to help out during sessions and are able to obtain guidance for helping with their children's learning at home. They are generally very satisfied with the educational provision for their children.

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

- The written planning, evaluation and assessment records are highly organised and manageable for staff. They enable the smooth running of the educational provision within a structured framework.
- Staff give children good support and provide a stimulating environment. Older children take part in extra activities to help develop skills in the areas of literacy and mathematics.
- Children are developing good skills for reading and writing. They are aware of writing used for a purpose on activity instruction cards. Older children sound out the letters in their names and write their names on pictures.

- Children explore objects and living things, indoors and outdoors. They participate in cooking activities and find out how ingredients change. They compare the tastes of raw and cooked fruit.
- Children have many opportunities to take part in physical activities. They take part in action songs and games. They are encouraged to improve their skills with balls and learn to control a parachute.

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

- the arrangements for keeping parents informed about their children's progress
- further opportunities for children to sing and enjoy music

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

Very good progress has been made since the last inspection.

There were no serious weaknesses but staff were asked to improve children's accessibility to books during the sessions and ensure that print on displays of children's work is of a consistent style.

Books are now displayed in a new book case which allows children easy access and a there is a comfortable place to sit and explore books. All displays are labelled with computer generated print to ensure consistency.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and become very involved in their play. Their self esteem is boosted when chosen to be the day's helper. They get on well with each other and their behaviour is very good. At group times they sit and listen, putting up their hands to answer questions. They show increasing levels of independence and choose freely from resources set out around the room. There is a sense of community and children enjoy talking about their families and going on outings in the local village.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children join in group discussions confidently. They use words to express ideas when describing models they have made. They have a growing awareness of sounds and letters and have fun thinking of words that begin with the same initial letter. Older children use a phonics scheme to increase their knowledge. They are beginning to read familiar words on labels at snack time. Children have good opportunities to explore mark making and show good pencil control when drawing around circle shapes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count well when working out how many children and adults are present each day. They are able to represent numbers using their fingers. They are becoming aware of calculating when using visual aids in number rhymes, for example, 10 bottles. Older children use games and number lines to develop their number skills. Children use shapes in various activities and explore 2D and 3D shapes. They are learning to use mathematical language when comparing objects of different sizes and weights.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate different things, such as animals, birds and fruits. They construct models using shapes and bricks. They use a computer programme well to produce pictures of themselves. They talk about previous topics and activities and discuss the day's weather. They find out about the local environment on a trip to a wildfowl reserve. They learn about different cultures when trying out chopsticks and participating in the school's 'African week'.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy using the adventure playground and school hall for physical activities. They learn to move in different ways according to the theme. They use a variety of equipment in obstacle courses. They are developing good skills for climbing and balancing. On the school field they take part in sports and egg rolling activities. They are becoming aware of how to keep fit and talk about healthy eating. They show good manipulative skills when decorating biscuits and making fruit kebabs.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children use all sorts of materials in activities linked to topics. They print with tyres and sponges, make masks and hot air balloons and paint duck's footsteps. They respond to discussions by painting colourful self portraits, toys and bicycles. They use their senses in tasting and feeling activities. They enjoy imaginary play in the home corner. They like singing rhymes and songs and playing music. However, opportunities are sometimes limited for children to enjoy music and songs.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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 serious weaknesses to report, but consideration should be given to improving the following:
- make arrangements for keeping parents better informed about their children's progress
- develop further opportunities for children to sing and enjoy music

*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.*