



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146918

DfES Number: 514884

INSPECTION DETAILS

Inspection Date 12/12/2003
Inspector Name Sandra Wickham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bee Pre-school
Setting Address 20 Bailey Close
Chingford
London
E4 9HG

REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bees Pre-School 1049439

ORGANISATION DETAILS

Name Busy Bees Pre-School
Address 145 Hampton Road
London
E4 8NS

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 opened in 1993. It runs from the Scout Hut Porter Cabins that is based in Walthamstow. Areas accessible include the main hall and toilets, small enclosed front area. The kitchen area is out of bounds. There are local shops, schools and London transport within walking distance.

There are currently 69 children from 2 to 5 years on roll. This includes 30 funded 3 year olds and 26 funded 4 year olds. Children attend for a variety of sessions. The setting currently support children with special needs and who speak English as an additional language.

The group opens five days a week during school term time only. Sessions are from providing a morning and afternoon session care during term time Monday to Friday, 9.15 to 11.45 and 12.30 to 15.00. Children attending the setting are aged 2 - 5 years.

There are seven full time staff working with the children. No part time staff are currently working at the setting. Most of the staff are in the process working towards an NVQ level 3 qualification. The setting is in the process of restarting links with the eYears Partnership.

How good is the Day Care?

Busy Bees Pre-School offers satisfactory care for children. The group focus on providing an environment where children can learn and develop through play.

In line with this, activities and grouping of children are planned to help them make progress in all areas of their development. These areas need to be further developed. Staff have an awareness of each child's individual needs and interests. They provide good support for children with special needs, who are fully integrated into activities. Staff ensure that the organisation of the day allows them to play and talk with the children throughout activities and daily routines.

Children are well cared for by the staff. Staff have an awareness of health and safety issues and help children learn about hygiene. They ensure that children are well supervised at all times.

All policies and procedures are in place and record keeping is generally satisfactory. Some procedures need to be reviewed to ensure they are fully implemented. There is a strong commitment to staff training. Most of the staff are in the process of working towards National Vocational Qualification Level 3.

Parents receive information about the setting and their children's care. There is an informative parents' booklet. Key workers are available to talk to parents on a daily basis and provide regular updates about their children's care. Parents participate in the group through being active with planned activities at the setting.

What has improved since the last inspection?

There were no actions from last inspection.

What is being done well?

- All areas accessed by the children provide them with ample space to move freely and allow good access to the toys and activities.
- There is a wide range of activities and resources readily available to children, many of which reflect positive images of race, disability, gender and age. The accessibility of equipment encourages children to make their own choices and encourage independence.
- Staff have a positive attitude to the inclusion of children with special needs in all activities and daily routines. Where appropriate, they adapt activities to meet children's needs.
- Staff provide parents with information about the setting and their children's progress. There are many opportunities for parents to be involved with their children's care and in the running of the group.

What needs to be improved?

- keeping OFSTED informed of changes.
- grouping of children.
- opportunities to expand self help skills.

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 must take the following actions by the date shown

Std	Action	Date
1	Ensure Ofsted are informed of all significant events	01/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure planning reflects organisation of grouping for older and younger children.
3	Develop planning to ensure children over 3 years are provided with maximum learning opportunities to develop their self-help skills.

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

How effective is the nursery education?

Busy Bees Pre School provides children with a stimulating environment, which helps children to make generally good progress towards the early learning goals. Children are making generally good progress towards the early learning goals in the areas of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Their progress in physical development is very good.

The quality of teaching is generally good with some weaknesses. Staff plan many interesting topics for children to explore however this is not covering all areas of learning. Staff ask some good questions to encourage children's thinking. However, opportunities are missed to extend discussions especially for older children. Staff make too few records of children's progress, some areas of learning are not assessed and next steps in children's learning are not being identified and included in plans. Generally staff have an understanding of the Early Learning Goals but the system in place is not been used effectively

Leadership and management is generally good. Staff are keen to develop their knowledge and skills and the manager is happy to delegate responsibility to staff who have particular skills.

Partnership with parents is generally good. New parents receive information about the Pre-school and are able to visit prior to their children starting and they stay with children until they are settled.

What is being done well?

- Children move with co-ordination, control and imagination. The wide range of physical activities provided ensures children's progress in physical development is very good.
- Children have positive attitudes to learning. They respond enthusiastically to new experiences related to their topic work, such as preparing for Christmas concert.
- Staff have high expectations for good behaviour and the development of children's social skills.

What needs to be improved?

- Observation, planning and assessment in order to include all aspects of learning and to identify the next steps in children's learning.
- The challenges set for older children in the day to day activities.

- Opportunities for children to self select activities and to develop their independence.
- The opportunities for children to access books for a variety of purposes throughout the session.
- Grouping of children to ensure that all children's abilities are been targeted in planned activities.
- The opportunities provided for children to develop their understanding for everyday technology.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. Two key issues were identified and both have been effectively addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children participate in activities with enthusiasm. They are able to express their feelings and understand about how others might feel. The children explore their own and others' cultures and they relate well to each other and to adults. Generally they are able to wait and to take turns. There are too few opportunities however for children to develop their independence and self select or initiate activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area of learning. They contribute their ideas and share their experiences. However, encouragement for extended conversation is not always given. Many children are beginning to write their names. Children's knowledge of letter sounds is less secure and they have too few opportunities to access books and to write for other reasons. Children find it hard to listen and participate at story times when they are in one large group.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children can count to five, and some to beyond with confidence. They count and calculate in every day activities such as song and story times. They recognise and try to recreate simple patterns and follow sequences. They can describe and compare sizes and 2 D shapes accurately and are able to sort pictures into groups. However the challenges set for older children are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They talk about themselves and remember past events. They explore some manufactured objects such as torches. Children have opportunities to build with a range of construction equipment, however challenges for older children are not appropriate. There are very limited opportunities for children to learn about every day technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in the area of physical development is very good. Children climb, balance and move with confidence and agility. They enjoy participating in music sessions and are able to practice and refine their skills using the large play equipment. Children use the wide range small equipment with confidence and control. They are learning how to care for themselves and each other.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making generally good progress in this area. Children participate in the many role play activities provided. There is a good selection of small world resources. They paint and explore colour using a variety of different techniques. However, opportunities, especially for older children to use their own ideas in creating pretend worlds and artwork are reduced as they can not self select.

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

● KEY ISSUES

- Improve the system for observing, planning and assessment in order to include all aspects of learning and to identify the next steps in children's learning.
- Provide more challenges for older children and give all children opportunities to self select activities.
- Group children to ensure that all abilities are being targeted in planned activities.
- Provide more opportunities for children to access books and to develop their understanding for everyday technology.

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.