



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 251431

DfES Number: 517360

### INSPECTION DETAILS

Inspection Date 29/11/2004  
Inspector Name Julie Youngman (TCCI)

### SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care  
Setting Name Busy Bee Pre-school  
Setting Address 'The Hive'  
Castle Playing Fields  
HAVERHILL  
SUFFOLK  
CB9 9DE

### REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bees Pre-School 1069167

### ORGANISATION DETAILS

Name Busy Bees Pre-School  
Address 'The Hive '  
Castle Playing Fields  
Haverhill  
Suffolk  
CB9 9DE

## 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

Busy Bees Pre-School opened more than 20 years ago. It operates from purpose built premises on Castle Hill playing fields close to a residential area of Haverhill.

The pre-school serves the local area and nearby communities.

The setting is registered to provide sessional care for 24 children aged from two to three years. The setting is registered to accept funded three and four year old children. A small number of children have special needs and the group offers support for children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and 12:30 until 14:45 Monday to Friday. Children attend a variety of sessions.

Five members of staff work regularly with children. Two of them have early years qualifications and two others are currently on training programmes.

## 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 Bee Pre-School is acceptable but has some significant areas for improvement. Children are making generally good progress towards the early learning goals. Extended free play opportunities and open access to resources help the younger children to gain confidence and develops independence well in the older children.

The quality of teaching has some significant weaknesses. Staff manage the children well and have good relationships, interacting well with them in their free play choices. Individual children are given a good level of support although small group work is too informal to promote learning well. Staff plan an appropriate range of daily activities but focused, learning outcomes are not identified. A wide variety and range of good resources is provided but activities lack challenge for the more able children. Good opportunities are provided for the children to remember their experiences and recall events although challenging questions are not used to promote their thinking and understanding of how and why things work. Record keeping is limited and activity based. Assessment folders are available to parents and reflect children's activities rather than learning and achievements. Dating of work taken home helps parents to see how children are progressing over time. Staff are very supportive of each other and work well as a team.

Leadership and management of the provision has some significant weaknesses. The setting does not have effective systems to monitor and evaluate children's overall learning; it cannot demonstrate children's progress through all the stepping stones of the six areas of learning in the foundation stage.

The partnership with parents and carers is generally good. They are well informed about general matters although information provided about children's overall learning and the educational programme is limited.

### What is being done well?

- All the children benefit from extended free play, access to resources and freedom to choose. They learn to work independently and develop imaginative games well, promoting confidence and motivation.
- Children are well behaved, share and take turns and respond to rules set for their safety.
- Very good conversations and interactions with staff promote children's personal, social and emotional development, language skills, imagination and creativity well.
- Staff support the younger children well in their individual development.

**What needs to be improved?**

- planning with identified, focused learning outcomes in each of the six areas of learning, linked to stepping stones of the early learning goals
- small and whole group activities that are challenging, promote children's early reading and writing, mathematical skills and all aspects of knowledge and understanding of the world
- assessment and record keeping to show children's achievements and progress in all six areas of learning.
- more detailed information for parents about the educational programme and children's learning to be covered in daily activities, topics and other experiences.

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

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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children benefit from extended free play, ability to choose and add additional resources thus developing their independence, confidence and motivation. They express their feelings well and have good relationships with staff. They demonstrate good self care and enjoy looking after the hamster. They share and take turns, responding to the rules set for their safety. Opportunities for them to concentrate and persevere in focused group work are missed.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's learning is promoted by very good conversations and interactions with staff. Many good opportunities are provided for children to talk about their own lives and experiences, learn new words and remember past events. They enjoy stories and singing rhymes. Mark making in the house play provides good opportunities for children to begin to write for a purpose. Early reading, writing, alphabet and phonic skills are not given sufficient emphasis.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to recognise numbers and count well in many free play games and activities. They explore shapes in craft activities and with dough. Opportunities are missed for children to explore comparisons, solve simple problems and develop the language and ideas of simple addition and subtraction in daily routines such as snack times.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Many good opportunities are provided for children to learn about their environment and to talk about their own lives. They build, construct and join well with many different resources and tools. They observe the weather daily and enjoy growing tomatoes in the summer. Everyday technology promotes their learning in house play but access to computer programs that promote learning is limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Good use of the resources, accommodation and outdoor space help promote children's physical development, especially in free play outside. Children are able to climb, balance and move in different ways, enjoying large and small apparatus to develop large and small motor skills. However, activities do not provide challenge for the older children.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's art, craft and imaginative skills are promoted well by a variety of activities in two and three dimensions. Freedom to choose materials independently promotes children's creative development but some opportunities to provide challenge are missed.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the overall planning system with identified, focused learning outcomes in each of the six areas of learning, linked to stepping stones of the early learning goals appropriate to the different ages of the children
- provide daily, small and whole group activities that are challenging, promote children's early reading and writing and mathematical skills and all aspects of knowledge and understanding of the world
- develop the assessment system and record keeping to show children's achievements in all six areas through observations of children's learning and achievements with examples of work, dated to demonstrate progression.
- provide detailed information for parents about the educational programme and children's learning to be covered in daily activities, topics and other experiences.

*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.*