



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220247

DfES Number: 517475

INSPECTION DETAILS

Inspection Date 24/02/2004
Inspector Name Anne Archer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Pre-School Playgroup (Wollaston)
Setting Address High Street
Wollaston
Wellingborough
Northamptonshire
NN29 7TQ

REGISTERED PROVIDER DETAILS

Name Busy Bees Pre-School Playgroup 1032318

ORGANISATION DETAILS

Name Busy Bees Pre-School Playgroup
Address High Street
Wollaston
Wellingborough
Northamptonshire
NN29 7TQ

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 Playgroup opened in 1979. It operates from rooms in the village hall in Wollaston near Wellingborough in Northamptonshire. The pre-school serves the village and surrounding area.

There are currently 38 children on roll. This includes 24 funded three-year-olds and three funded four-year-olds. Children attend for a variety of sessions. The pre-school opens five days a week during school term time. Sessions are from 09:15 until 11:45 on Monday, Wednesday and Thursday mornings, from 09:15 until 12:45 on Fridays and from 12:45 until 15:15 on Tuesday afternoons.

Five staff work with the children. Three have early years qualifications to National Vocational Qualification level two or three. The pre-school receives support from the Northamptonshire Early Years Development and Childcare Partnership. The pre-school has recently been awarded accreditation from the Pre-school Learning Alliance quality assurance scheme, 'Aiming for Quality'.

How good is the Day Care?

Busy Bees Pre-School Playgroup provides satisfactory care overall for children aged between two and under five years. Good adult:child ratios ensure there are enough staff to work directly with the children, although volunteer helpers are not sufficiently briefed to enable them to fully support children's learning. The large hall provides plenty of space, although it is not always organised effectively to meet children's needs. Most documentation is in place although some policies and procedures require attention.

Playgroup staff take positive steps to promote children's safety and ensure proper precautions are taken to prevent accidents, however staff knowledge of current child protection procedures is limited. Fire drills are regularly practised and recorded and accident records are well maintained. Staff are active in promoting children's good health by maintaining good hygiene practices. They know the children well and

ensure that all are included and their differences acknowledged and valued.

The playgroup has a good range of toys and equipment available however these are not always used effectively to provide sufficient challenge or meet the needs of all children. Staff act as good role models to children and use praise to manage children's behaviour well. Good manners are encouraged.

Staff develop good working relationships with parents and provide them with regular opportunities to discuss their child's progress. Regular newsletters are produced and a prospectus given to new parents.

What has improved since the last inspection?

An action made at the last inspection relating to keeping children safe in relation to the heating system has been satisfactorily addressed.

What is being done well?

- Staff are deployed effectively and are vigilant about children's safety at all times, including outings.
- Good behaviour is valued and encouraged. Staff use appropriate methods to manage children's behaviour according to their age and stages of development.
- Staff encourage children to adopt good personal hygiene practices to help maintain their health.

What needs to be improved?

- the briefing of all the adults working with the children at each session to ensure they fully understand their role in supporting children's learning
- the organisation of space and setting up of activities to ensure they are stimulating and provide sufficient challenge to meet the needs of all children
- the statement of procedures when parents have a complaint
- staff's knowledge of current child protection procedures and the statement of child protection arrangements.

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 a written statement that provides accurate details of the procedure to be followed if they have a complaint.
13	Ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee procedures and develop staff's knowledge and understanding of child protection issues.
14	Ensure that all policies and procedures confirm Ofsted as the registering authority where appropriate.

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

How effective is the nursery education?

Busy Bees Pre-school Playgroup provides good quality nursery education where children enjoy learning through a range of interesting activities. Children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development and physical and creative development. The majority of funded children are three-year-olds.

The quality of teaching is generally good. Staff provide an interesting range of activities to help children learn. They interact well with children and extend individual children's learning through appropriate questioning. However while planned opportunities for learning meet the needs of three-year-olds there is sometimes insufficient challenge for four-year-olds and more able children due to restraints on time. Staff make regular observations and assessments of children's progress however these are not as yet linked to the stepping stones or used for future planning.

The leadership and management of the pre-school is generally good. The manager and two deputies share responsibilities and they are supported by a management committee of parents. The pre-school has recently gained accreditation through an external quality assurance scheme. Due to recent changes in the play room layout team working among staff and support for volunteer helpers requires attention. The commitment of committee and staff to improving the care and education for children is very good, although the monitoring and evaluating of the nursery education is not always effective.

Partnership with parents and carers is generally good. Staff encourage parents to participate in their child's learning and regularly encourage them to share what they know about their child. However the information provided to parents about the Foundation Stage curriculum is limited and out of date.

What is being done well?

- Children's personal, social and emotional development is well supported and children develop in confidence and self esteem.
- Staff interact well with children, extending individual learning through appropriate and thoughtful questioning.
- Exciting and varied activities are provided to enable children to develop their creative and physical skills.
- Staff make regular observations and assessments of children's progress and ensure parents are kept informed.

What needs to be improved?

- the quality of information provided to parents about the foundation stage curriculum
- opportunities for children to record their learning individually instead of on work sheets
- the time allotted to individual activities to enable all children, who wish to, to participate fully
- planning, assessment and evaluation records relating to the learning outcomes to ensure they are linked to the stepping stones and used for future planning
- opportunities for children to use the ICT equipment.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection to address the key issues. Those areas that have been addressed effectively support children's learning.

They were asked to increase opportunities for counting and introduce practical mathematical activities. Staff have introduced counting at registration time, number puzzles and more planned mathematical activities such as compare bears.

The pre-school were also asked to increase musical activities. A specialist has been employed to lead a music and movement session each month and the stock of different types of musical tapes, cds and instruments has been increased.

The third key issue was to develop planning to identify learning outcomes for children and relate these to the desirable learning outcomes (DLOs). This has been met in part in the medium term planning where the learning outcome is clearly stated. There are still no links to the stepping stones and early learning goals however, which replaced the DLOs, in any of the plans. This remains an area for improvement.

The final key issue related to staff's knowledge of the code of practice on the identification and assessment of special educational needs. Staff have now attended training on the subject.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing self confidence and self esteem. They separate from their main carer with confidence and talk freely about their home and community. Children are forming relationships with adults and other children and seeking out others to share experiences. All children have an awareness of the boundaries set and the behavioural expectations of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well to communicate. Some children use more complex sentences and simple grammatical structures. Children listen to others 1:1 and in small groups when the conversation interests them. They listen to and join in with stories and understand how books work. They enjoy joining in with songs and rhymes. Children engage in activities requiring hand/eye coordination and draw lines using gross motor movements. However they do not record their learning in an individual way.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children say and use number names in familiar contexts. They recognise some numerals of personal significance. More able children show an interest in number problems sometimes offering solutions. Children show an interest in shape and space by making arrangements with objects. They also show an interest in shapes in the environment. Children are not always able to participate fully in planned activities however due to lack of time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to differentiate between past and present and show an interest in the world in which they live. Through activities they are gaining an awareness of the cultures and beliefs of others. Children show curiosity and have an interest in how things work and are beginning to realise that tools are used for a purpose. Older children notice and comment on patterns. Although ICT equipment is available children have very limited opportunities to use it and develop their skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show respect for other children's personal space. They are aware of their own needs with regard to eating, sleeping and hygiene. Children engage in activities requiring hand/eye coordination and use tools to effect change on materials. Children use movement to express feelings and move with pleasure and confidence. They are developing the control to hold a shape or fixed position. Children are developing skills in climbing, jumping and hopping.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are exploring what happens when they mix colours, making 3D structures and choosing particular colours for a purpose. Children are learning about texture through a variety of media. They have regular opportunities to listen to and learn about different types of music and experiment with musical instruments. Children engage in imaginative play based on their own experiences. They play cooperatively as part of a group to act out a narrative.

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 quality of information provided for parents about the foundation stage curriculum
- provide opportunities for children to record their learning individually rather than on work sheets
- ensure sufficient time is allotted to individual activities to enable children to participate fully
- ensure the planning, assessment and evaluation records relating to children's learning outcomes are linked to the stepping stones and inform future planning.

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.