



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127621

DfES Number: 581985

INSPECTION DETAILS

Inspection Date 19/10/2004
Inspector Name Vanessa Wood

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Peters Busy Bee's Pre-School
Setting Address Button Lane
Bearsted
Maidstone
Kent
ME15 8NJ

REGISTERED PROVIDER DETAILS

Name The Committee of St Peters Busy Bee's Pre-School

ORGANISATION DETAILS

Name St Peters Busy Bee's Pre-School
Address Button Lane
Bearsted
Maidstone
Kent
ME15 8NJ

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

St Peter's Pre-School (Busy Bees) opened in 1985. It operates from St Peter's church hall in Bearsted. The pre-school serves the local area.

There are currently 33 children aged two years to five years on roll. This includes 16 funded three year olds and one funded four year old. Children attend for a variety of sessions. No children have special needs and no children have English as an additional language.

The pre-school opens four days a week during school term times. Sessions are from 09:30 until 12:15.

Five full time staff work with the children. Four staff have early years qualifications.

The group is aware of the support offered by the Early Years Development and Childcare Partnership.

How good is the Day Care?

St Peter's Pre School (Busy Bees) offers good quality care for children.

Staff communicate well with the children to create an environment that is warm and welcoming to children and their parents. Staff work well together and support one another.

The organisation of the room ensures children's individual needs are met appropriately. Staff are vigilant in ensuring children's safety and a risk assessment is completed on a regular basis. All identified hazard have been made safe. Children are aware of good hygiene practices in the pre school.

Children have access to a wide range of toys and equipment which offer stimulating play opportunities to meet the needs of developing children. Furniture is child size and appropriate. Activities are planned to cover the curriculum for the early learning goals. Staff manage behaviour in a positive way and are sensitive to the children's

individual needs.

Parents are very welcome at the pre-school and encouraged to join the committee, which is very supportive of the group. All information is shared with parents through newsletters and the parents notice board. Policies are in place, but some do not always refer to current legislation.

What has improved since the last inspection?

The pre-school now has written policies in place, although some of these lack detail.

What is being done well?

- Organisation of the pre school makes good use of staff, space and resources so that children are well cared for.
- Staff provide a very warm, welcoming environment where parents and children feel part of the pre school.
- Staff give priority to children's safety and a risk assessment is completed on a regular basis.
- Staff are consistent in managing children's behaviour and value and encourage good behaviour.
- A good relationship with parents is fostered and all information is shared.

What needs to be improved?

- the policies for child protection
- the policy for complaints
- the accident book to ensure this is well maintained.

Outcome of the inspection

Good

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
7	Ensure records of accidents are well maintained.
12	Ensure complaints policy states that parents can take their concerns to Ofsted as the regulator.
13	Ensure the Child Protection policy covers the procedure to be followed should a member of staff be accused of abusing a child at the pre school.

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 St Peter's Pre School (Busy Bees) is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a clear understanding of the foundation stage and how children learn. A wide variety of activities is planned that promotes learning in all areas. Staff make relevant observations and record children's progress. The assessment system is being developed to reflect children's individual needs. At the moment parents are not involved in this process. Staff are deployed well and use their time effectively to support children in their learning. Organisation of the book corner is weak and some group activities could be better arranged and managed to ensure all children are fully extended.

Staff build good relationships with the children, helping them feel secure. Staff listen to children and allow them to initiate games and pursue ideas. There is a good balance of adult led and child initiated activities. Staff ask open ended questions to encourage children to think. They are good role models and demonstrate a positive attitude towards learning by presenting activities in an enthusiastic manner. Staff manage children's behaviour well and children respond to praise and encouragement.

Leadership and management is generally good. Staff understand their roles and responsibilities and work well as a team. They are supported by a recently formed committee. Staff are aware of their strengths and weaknesses and review their practice regularly.

Partnership with parents is generally good. Parents receive good information that shows details of the current topics and the learning intention. They are welcomed into the group and encouraged to join the committee and join the parents rota.

What is being done well?

- Staff provide an attractive, stimulating environment in which children are interested and eager to learn.
- Staff use good strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others.
- Staff promote children's learning by providing good practical activities. There is a good balance of adult directed and child initiated activities.
- Staff are good role models and set a good example by their kindness, patience and good humour.

- Partnership with parents is effective and parents are encouraged to join the management committee.

What needs to be improved?

- the management of large group activities in order to challenge more able children
- the assessment process to ensure this follows the stepping stones and that parents are involved in the process
- the organisation of the book area to make this a quiet, attractive place where children can relax and explore books.

What has improved since the last inspection?

The pre school has made generally good progress since the last inspection when three key issues were identified. The group was asked to improve the programme for knowledge and understanding of the world. To enhance assessments by monitoring children's progress and attainment in all aspects of the educational programme and increase involvement of parents. Also to provide balancing equipment to develop children's co ordination skills.

The programme for knowledge and understanding of the world now covers all aspects of the curriculum.

Staff carry out comprehensive observations on children's attainment but they have not found a suitable way to record assessments of children's progress that follow the stepping stones or that involve parents in the process.

A balancing beam is now available to help develop children's co ordination skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are successful learners and able to respect, listen and converse with each other well. Behaviour management is good, children learn to co-operate with each other and learn from positive examples set by staff. Children are given clear information to make choices and are encouraged to be independent.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with staff and talk about their experiences and what they are doing. They enjoy listening to stories and predicting what will happen next. Children are beginning to recognise their name and children are encouraged to write their name on their work. Children's independent writing is developed well through role play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count to ten. Their understanding of numbers is reinforced as they take part in routine tasks and play. Children show a developing understanding of shape and measuring and can use the correct language. Children have the potential to explore weight and capacity through resources such as sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given the opportunity to construct from junk material and by using construction play materials. They have access to good resources for imaginative play which encourages them to understand the world they live in. There are good opportunities to learn about the natural world through themed topics and activities like the one on Autumn.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children climb, balance, jump and use their imagination in vigorous physical play. Through planned activities such as action songs, music and movement and dance activities, children learn to coordinate their movements and gain an awareness of space. Children are developing their fine motor skills through the use of a range of tools and construction materials.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use a wide range of materials and explore textures, colours and shapes. They are provided with opportunities within role play to use their imagination and express and communicate their ideas. Children enjoy singing songs with actions and moving to music.

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

- organise large group sessions to ensure this includes daily routines that extend learning for more able children and build on what children know
- develop the assessment process to show how children are attaining the stepping stones and ensure that parents are involved in this process
- improve the book corner to make this an attractive quiet area where children can enjoy exploring books.

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.