



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 305322

DfES Number: 522684

INSPECTION DETAILS

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| Inspection Date | 07/12/2004 |
| Inspector Name | Susan, Helen Spencer |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Busy Bees Preschool |
| Setting Address | Buglawton CP School Buxton Old Road Congleton Cheshire CW12 2EL |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of St John's Church Committee |
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ORGANISATION DETAILS

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| Name | St John's Church Committee |
| Address | St. Johns Vicarage Buxton Road Congleton Cheshire CW12 2DT |

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 is sited in two mobile classrooms in the grounds of the primary school in the village of Buglawton one mile from Congleton.

The pre-school is managed by the District Church Council.

Busy Bees Pre-School is registered to provide care for twenty-six pre-school children aged from two and a half. The sessions are from 09.00 to 11.30 five mornings a week and shorter sessions on Monday, Tuesday and Thursday from 12.30 to 15.00 for the younger children.

Two staff hold relevant childcare qualifications, one staff member is currently undertaking NVQ 3 in Childcare and Education, and another staff member, a B.Tech teaching assistant, is studying a foundation degree in early years.

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

How effective is the nursery education?

Busy Bees Pre-School offers good quality education for the three and four-year-old children. They are making generally good progress towards the early learning goals in mathematical, communication, language and literacy development, and very good progress in physical, creative, personal social and emotional development and in their knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a sound overall understanding of the early learning goals. Planning is conscientious and highlights the learning intentions of the one daily staff led activity, but not of all planned activities. Staff make good use of the accessible resources. Their interactions with children are very effective and their warm, encouraging relationships promote well the children's confidence, independence and social skills. However, more capable children are not always sufficiently challenged to help them make progress. Staff manage the children's behaviour well through adhering to clear routines. Assessments of the children's progress are conscientiously recorded.

The leadership and management are generally good. Staff are aware of their roles and responsibilities and work well together to create a relaxed, calm environment. A strong commitment to staff training and development enables ongoing improvements. Monitoring and evaluation have a high profile, action plans are formulated and all staff strive towards the continual improvement and development of the care and education of the children.

Partnership with parents and carers is generally good. Parents are provided with helpful information about the setting's routines and newsletters provide continual updates, although the ongoing learning intentions and planned activities for the children are not shared with parents. Staff are friendly, listen to parents' views and wishes, and systematically share information about the children's development and progress.

What is being done well?

- Staff interact well with the children. They are good role models and build trusting relationships. They manage the children's behaviour well by their consistent approach and provision of support, praise and encouragement.
- Children have a good repertoire of songs and rhymes. All join in and gleefully use a range of musical instruments.
- Children are developing well their confidence and independence as they explore their learning environment, select resources, concentrate on tasks, negotiate, share, take turns and respect each other.
- Children are provided with good opportunities to explore colour and texture, to engage in a range of activities that reflect their own and others' cultures

and beliefs, and to energetically engage in physical activities to develop their co-ordination and spatial awareness.

What needs to be improved?

- the provision of challenging activities for the more capable children
- opportunities for children to link sounds to letters, and to develop their pre-writing skills in a range of situations
- opportunities for all children to add on and take away during activities
- planning so that it indicates the learning intentions of all the provided activities, and is shared with parents.

What has improved since the last inspection?

There has been limited progress made in response to the two key issues following the last inspection in 2001.

The first key issue, to provide opportunities for children to write their names and form letters appropriately, remains as an issue. Although some children are keen to mark make, and a few older children are starting to write their names, opportunities for children to develop their pre-writing skills in a range of situations such as making lists and recording messages are limited.

The second key issue to provide opportunities for parents to be further involved in their children's learning, particularly in aspects of communication, language and literacy, has been partially met. A half-termly booklet of songs and rhymes is circulated to parents to share with and so support their children, but further opportunities to involve parents in their children's learning have yet to be developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their environment and settle quickly to tasks, showing growing skills in concentration and perseverance. They are developing good independence, managing well their own personal hygiene, serving their snacks, selecting and using resources. Their behaviour is good; they clearly recognise and understand the boundaries and with adult support children are learning to negotiate, share, take turns and treat each other with respect.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are encouraged to express their needs, talk about themselves and listen to others. Most listen with enjoyment to stories and often sit quietly looking at books, handling them correctly. They know print carries meaning. All children are keen to draw and mark make, while some older children are starting to write their own names. However, there are too few opportunities to link sounds to letters, and to use pre-writing skills for different purposes such as writing lists and messages.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to five, while some older children can count and recognise numerals beyond this. There are, however, too few opportunities for children to add on and take away during activities other than when singing songs. Practical situations are used well to encourage children to use mathematical language to describe shape, size and position. Children solve problems, for example when estimating the size of paper needed to wrap their pretend presents.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned activities and conversations with staff, children are developing an understanding of their own and others' cultures and beliefs. All have a good sense of time as they talk freely and confidently about significant personal events, their family, friends, home and environment, differentiating well between the past, present and future. Children enjoy designing, assembling and building using construction kits, in addition to eagerly using the computer and other technological toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show a growing sense of spatial awareness and control during both indoor and outdoor activities. Many confidently use a range of wheeled vehicles negotiating speed and direction, while others run and jump moving freely with pleasure and co-ordination. Children are using a range of small tools and equipment with increasing control. They manipulate materials, cut with scissors, use pencils to draw, and paint with sponges, brushes and fingers.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Children have a good repertoire of songs, which they sing with enjoyment from memory, enthusiastically joining in with actions, and at times with musical instruments. They enjoy engaging in role play based on their own experiences when acting out home situations, and some give flight to their imaginations when using the puppet theatre. They delight in exploring colour when painting, and enjoy tactile experiences when handling sand, foliage and when using a range of fabrics to make collages. | |
| 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

- provide challenging activities for the more capable children
- increase the opportunities for children to link sounds to letters, and to develop their pre-writing skills in a range of situations
- increase the opportunities for children to develop their understanding of adding on and taking away
- ensure the planning indicates learning intentions for all the provided activities, and is shared with parents.

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.