



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 145873

DfES Number: 522713

INSPECTION DETAILS

Inspection Date 18/06/2003
Inspector Name Gerry Simonds

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Pre School
Setting Address Chapmanslade School (Hall)
High Street, Chapmanslade
Westbury
Wiltshire
BA13 4AR

REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bees Pre School

ORGANISATION DETAILS

Name Busy Bees Pre School
Address Chapmanslade School (Hall)
High Street, Chapmanslade
Westbury
Wiltshire
BA13 4AR

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 is a well established group in Chapmanslade, near Westbury, Wiltshire. It is committee run, and the manager has responsibility for the overall organisation and daily management of the group.

Busy Bees operates in the main hall of Chapmanslade school, and is registered for a maximum of thirteen children aged two to five years, of whom there may be no more than four under three years. There are at present 15 funded children, 9 four year olds and 6 three year olds.

The group is open Tuesday to Friday mornings from 9.15 to 12.00 noon, term time only.

Busy Bees has the use of the main hall, outside play area, and the staff room for the story times. The group are hoping to move to a mobile classroom on site soon, as the school is to have a new hall built and a class will move into the present hall.

Three members of staff work directly with the children, one of these has an appropriate qualification within the field of education and child care, and a second is working towards her qualification.

How good is the Day Care?

Busy Bees Pre-School provides satisfactory day care in a warm and welcoming environment.

The supervisor is well qualified and the staff plan to the early learning goals. The operational plan is in place. Space for the group is limited but good use is made of the space available.

The grouping of children is sometimes inappropriate as the two year olds have to sit for too long and tend to disrupt the learning of the older children.

There is a good selection of toys and equipment available and all children have

access to all activities. All relevant documentation is in place and has been read and understood by parents and staff.

Children are well cared for and staff understand safety issues. Staff are first aid trained and there is a sickness policy, however, handwashing facilities are not appropriate. Children are encouraged to eat healthy snacks and children are treated very much as individuals in this small group.

There are resources to promote equality of opportunity and positive images of other cultures.

Staff are aware of child protection issues and procedures.

Plans show a range of activities for most areas of the curriculum.

However, some areas of children's development such as the imaginative and intellectual areas of development are limited. Behaviour is sometimes inappropriate and is particularly so when children are grouped inappropriately.

Partnership with parents is good, parents feel that they are well informed and involved in the learning and are positive in comments about the group.

What has improved since the last inspection?

At the last inspection the group were asked to obtain written permission when giving medication and for medical emergency treatment. The group now have these letters of permission.

They were also asked to have a procedure to deputise when the supervisor is absent, they now have this.

They were asked to send in documentation , car insurance, car MOT and driving license of the named driver. This has been done.

What is being done well?

- The supervisor is well qualified and willing to attend courses.
- Staff have good resources and use the space available to them well.
- The Pre-School is clean, warm and welcoming, children come in happily and are given good individual attention.
- Children are safe inside and outside and on outings.
- Regulations regarding medical and first aid procedures are in place and children are encouraged to eat healthy snacks.
- Children have individual attention and equal opportunities are promoted.
- All documentation is in place and there are good procedures to ensure that

staff and parents read procedures and policies.

What needs to be improved?

- the organisation of the grouping of children;
- the emphasis given to all areas of children's learning to develop their intellectual and imaginative capabilities;
- staff's knowledge and understanding of behaviour management techniques;
- the handwashing facilities.

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
3	plan a range of activities and play opportunities to develop children's intellectual and imaginative capabilities.	10/09/2003
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development	30/09/2003

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

Std	Recommendation
2	Review the grouping of the children to take into account the ages, abilities and needs of the children.
7	Ensure that you provide suitable hand washing facilities.

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

How effective is the nursery education?

The pre-school provides a welcoming environment for children, but has some significant areas for improvement. Children's progress in knowledge and understanding of the world and physical development is generally good, but progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development and creative development is limited by some significant weaknesses.

Teaching has significant weaknesses with some generally good aspects. Planning for children's learning has been improved and shows staff have generally good knowledge of the early learning goals, and children have access to a variety of resources to gain new experiences. The grouping of children means that the funded three and four year olds are not sufficiently challenged and planning does not demonstrate different learning outcomes for three and four year olds. Staff miss opportunities to extend children's learning and develop their independence during activities and behaviour management is not consistent which means some children are disruptive, hindering learning for the other children. A new assessment system of children's learning has been introduced but children's achievements are not recorded and used to inform future planning.

Leadership and management are generally good. The committee has clear roles and responsibilities and supports the supervisor, and most staff are committed to training. The system in place for evaluating the nursery provision is not effective in relation to the children's learning and staff do not currently share training information with each other.

Partnership with parents is generally good. Parents are given information about the setting and are kept informed of the activities their children participate in through daily diaries. They are encouraged to share information and are involved in their children's learning although the daily diaries do not include information on children's progress.

What is being done well?

- Children learn about the environment they live in and the natural world. Staff encourage children to talk about the weather and give children opportunities to learn about festivals in other cultures. Children design and construct models using a variety of resources.
- Children show an awareness of space, of themselves and of others and use a range of small and large equipment to develop their fine and gross motor skills. They handle a range of tools with control.
- Parents are given information about the setting and are kept informed about what their child is doing at the pre-school. They are encouraged to share

information about their children and are involved in their learning.

- The committee has clear roles and responsibilities and supports the supervisor. Most staff are committed to training and implementing new ideas in the pre-school.

What needs to be improved?

- the planning with respect to achieving different learning outcomes for three and four year olds to ensure the older and more able children are challenged sufficiently.
- the use of the assessment system to ensure children's achievements are recorded and used to inform future planning.
- the consistency of behaviour management techniques and opportunities for the older children to develop independence particularly in personal, social and emotional development.
- the opportunities for emergent writing and routines to encourage letter and name recognition.
- the creative development of children to ensure they are given opportunities to express themselves and use their imagination through art, singing and music and the use of self selecting materials.
- the opportunities for children to develop counting skills.

What has improved since the last inspection?

The setting has made generally good improvement since the last inspection. Key issues were to evaluate and monitor the assessment programmes, utilise the outdoor space more, give children more opportunities for music, involve parents in children's learning and improve planning.

A new assessment system has been introduced, Building Blocks, which relates to the stepping stones and early learning goals. This was introduced nine months ago and has not been fully introduced yet as children's achievements are not being recorded and therefore do not inform future planning for children's learning.

The outdoor space is now used on a daily basis for a variety of activities to promote children's physical development.

Opportunities for children to express themselves through music and to experience music on a regular basis has not yet been developed.

Parents are involved in children's learning. Children take home work bags after each session and staff send home daily diaries which inform the parents what activities their child has participated in on that day. They are not directly linked to children's achievements, however parents are encouraged to write responses in the diaries and children are invited to bring things in from home to share with the rest of the

group.

The planning system has been improved and activities and learning outcomes are clearly linked to the early learning goals. Staff evaluate the activities daily, however evaluations are not directly linked to the learning outcomes and if an activity is not successful, there is no system in place for repeating the activity in a different way.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in personal, social and emotional development has significant weaknesses. Children talk about their feelings and are able to share as a result of staff's encouragement. There are lost opportunities for developing children's independence and children have limited opportunities to select resources and work independently. Staff are not consistent in dealing with inappropriate behaviour and good behaviour is not encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy has significant weaknesses. Children link letters to initial sounds of their names and have chances to recognise letters. Staff question children during story time. There are very limited opportunities for children to develop their emergent writing and mark making skills. Children do not have opportunities to locate information from books, do not select books independently and there are missed opportunities for recognising their names.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in mathematical development has significant weaknesses. Children have opportunities to sort objects according to colours and shapes and to record and compare measurements and sizes. Children are encouraged to recognise shapes. There are lost opportunities for counting through daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children learn about the environment they live in and the natural world. They design and construct models using a variety of resources and talk about the weather. Children learn about festivals in different cultures. Children have limited opportunities to explore a range of materials and the older children are not challenged enough in the use of IT equipment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children have opportunities to use a range of large and small equipment to develop their gross and fine motor skills and handle a range of tools with control. Children move confidently and show an awareness of space, of themselves and others. There are lost opportunities for talking about the importance of keeping healthy and what happens to our body when we are active.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's progress in creative development has significant weaknesses. Children have opportunities to use their imagination in the home corner and through dressing up. Children do not explore a range of materials and there are very limited opportunities for children to use free expression and exploration through free choice art activities. Children do not have chances to express themselves through music, dance and art.	

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 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 planning in order to achieve different learning outcomes for three and four year olds to ensure children are challenged sufficiently, especially in the areas of mathematical development, communication, language and literacy and creative development.
- develop the use of the assessment system to ensure children's achievements are recorded and used to inform future planning.
- increase staff's knowledge of behaviour management techniques in order to ensure children are taught consistently and good behaviour is encouraged.

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.