



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127070

DfES Number: 530452

INSPECTION DETAILS

Inspection Date	21/06/2004
Inspector Name	Julie Steeples

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Busy Bees Pre-School
Setting Address	Village Hall Main Road, Sutton at Hone Dartford Kent DA4 9HQ

REGISTERED PROVIDER DETAILS

Name	Miss Lisa Suzanne Tilney
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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

The pre-school operates from the local village hall with ample car parking spaces. Access is on the level, which makes it easy for parents with small children and buggies. The location of the premises is easily accessible to the local families on foot as well as by car.

The main entrance has two sets of toilets directly off from the foyer, with double doors leading into the main hall. There is a small garden at the rear of the building.

The group operate every day from 9.00 - 12.30, term time only.

The group are registered for 26 children aged 2 to 5 years; however usually take children from 2 years and 6 months. There are 21 children aged 3 and 4 years old that are in receipt of nursery education funding. The pre-school has experience of working with children who have special educational needs.

There are 5 members of staff working with the children. The supervisor and deputy supervisor hold a relevant childcare qualification and 2 members of staff are working towards a qualification.

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

How effective is the nursery education?

Busy Bees Pre-School provides good quality nursery education. Children are making generally good progress towards the early learning goals

The quality of teaching is generally good. Staff build easy and trusting relationships with the children, resulting in confident, secure children. Children's behaviour is consistently good. The staff are interested in what the children have to say and use effective questioning to encourage them to think and express their own views and opinions. There are, however, limited opportunities for children to develop respect for the customs and lifestyles of cultures other than their own.

The planning, carried out by the whole staff team, clearly links to the stepping stones of the early learning goals. They plan a variety of well-resourced practical activities, both indoors and outdoors, which cover all areas of learning. Plans, however, do not always detail exactly what children are expected to learn to ensure the development needs of individual children are catered for. Staff regularly record children's involvement in activities and use observations of children's achievements to plan the next stage in learning. An experienced Special Educational Needs Co-ordinator effectively works with parents and uses individual learning plans to support children in their learning.

The leadership and management of the Pre-school are generally good. The owner has developed a committed team who understand their roles and responsibilities in developing children's learning. The quality of teaching is not formally monitored to ensure it is consistently effective.

The partnership with parents and carers is generally good. Parents have regular informal opportunities to talk to staff about their children's progress. Details of children's attainments are recorded in a 'daily contact file'. There is, however, limited written information for parents to learn about the Foundation Stage and early learning goals.

What is being done well?

- The organisation of resources enables children to be independent, take the initiative and select many of their own activities.
- Staff have developed clear procedures for management of children's behaviour. Staff value, praise and reinforce good behaviour and help children to understand the effects of their conduct on others. As a result children's behaviour is very good and they know their boundaries.
- Interaction with the children is very good. Staff explain clearly and use effective questioning techniques to further children's learning.
- Children's physical skills are promoted effectively through a variety of

stimulating activities both indoors and outdoors.

- Good teamwork throughout the session ensures that the daily operation runs smoothly.

What needs to be improved?

- daily plans to show how activities will be extended or adapted for children of different ages and abilities;
- opportunities for children to gain an awareness of the diversity of people in our society;
- the monitoring and evaluation of the quality of teaching;
- written information for parents to help them understand the six areas of learning and early learning goals.

What has improved since the last inspection?

Very good progress has been made in tackling the key issues identified in the previous inspection report.

They were required to ensure all areas of the knowledge and understanding of the world were covered. A varied range of activities are now regularly available to help children explore and investigate, using a variety of resources, including telescopes, microscopes, magnets and a selection of magnifying glasses. Children are able to access these freely from the 'interest table' to find out why things happen and how things work.

The planning of activities is now carried out by all members of staff who add their input. The area of knowledge and understanding of the world is now well integrated and covered effectively by a wide range of planned activities using stimulating resources.

The third issue required the Pre-school to make more effective use of the outdoor space. Progress in this area has been very good. The whole area has been redesigned to provide a small garden for children to grow plants, vegetables and fruits. Large apparatus is now positioned safely and is well used by the children. A corner of the garden is now regularly used for sand and water play, weather permitting

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy, confident and well behaved as they follow consistent routines. Staff provide a secure, friendly and caring setting which builds on children's confidence and self-esteem. The children learn to make choices, concentrate and work well together; an example of their co-operation was seen when they tidied up the resources willingly, carefully and spontaneously. There are, though, limited opportunities for children to learn about other cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children use spoken language effectively and show very good listening skills. Staff help the children to recognise their own names through regular routines. Letters and sounds of the alphabet are effectively introduced. Opportunities to make marks are available and children are encouraged to write their own names on their work. Children learn that books can be used for finding information and are fun.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children receive very good opportunities to count and recognise shape as part of the daily programme of activities. They confidently count how many tomatoes are growing on their plants outdoors, and use small bears to compare size and quantity. They develop an understanding of addition and subtraction by the use of rhyme and number songs and through daily activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children have opportunities to explore and investigate living and growing things. They cultivate and harvest strawberries, sunflowers and tomatoes in their garden. Information technology is used confidently, with children showing very good control of the computer mouse. They design and construct their own creations, making crowns and bracelets from card, and helicopters from interlocking foam shapes.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good spatial awareness and move confidently indoors and outdoors. Planned activities extend children's skills. They regularly use balls, hoops and beanbags, showing good co-ordination. In dancing sessions they enthusiastically move different parts of the body in response to music. Fine manipulative skills and eye-hand co-ordination are developed well through cutting and threading activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Staff provide children with good opportunities to explore a wide range of materials and media. Children use sand, water, pasta, dough and clay to explore different textures and communicate their ideas. They enthusiastically enjoy daily singing sessions, sometimes starting their own singing sessions spontaneously. Some art and craft work is adult-led and does not allow children to use their own ideas and imaginations.</p>	

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

- evaluate and extend daily plans to show how activities will be modified for children of different ages and abilities;
- provide more opportunities for children to gain awareness of the diversity of people in our society;
- monitor and evaluate the quality of teaching regularly;
- provide written information for parents to help them understand the six areas of learning and the early learning goals.

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.