



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 148861

DfES Number: 539294

INSPECTION DETAILS

Inspection Date	27/01/2005
Inspector Name	Lisa Jane Cupples

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Busy Bee Pre-School
Setting Address	Unit 2, Marlborough Road Southampton Hampshire SO15 3ND

REGISTERED PROVIDER DETAILS

Name	Mrs Alison Patricia Neville
------	-----------------------------

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 Bee Pre-school opened in 2001. It operates from two rooms in a unit in the Shirley area of Southampton. The Pre-school serves the local community and is registered to care for 26 children. The group opens 5 days a week during school term-time. Sessions are from 09:15 to 11:45 and 12:15 to 14:45 daily.

There are currently 43 children from 2 years to 5 years on roll. This includes 22 children who receive funding for nursery education. Children attend for a variety of sessions. The setting supports a number of children who have special needs and also who speak English as an additional language.

There are 6 staff who work directly with the children. Of these, 4 staff have relevant childcare qualifications. All staff attend regular training. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

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

How effective is the nursery education?

Busy Bees Pre-school provide acceptable nursery education of high quality. Children are making very good progress towards the early learning goals in all six areas.

The quality of teaching is very good. All staff have a sound understanding of the Foundation Stage. They know what they expect the children to gain from each activity. Keyworkers continually observe and monitor children's progress. This information is collated into play plans for each child and used to plan a balanced curriculum designed to meet children's individual needs. Staff differentiate activities extremely well, holding children's attention and providing sufficient challenges for all. A strong and effective support system is in place for children with special educational needs and English as an additional language. Behaviour is managed consistently and children respond well to staff expectations.

The leadership and management of the setting is very good. The owner employs a manager to oversee all three of her settings and has a supervisor in each group. Clear roles and responsibilities are defined. The owner is knowledgeable and provides good support and training opportunities for all staff. Daily activities and routines are evaluated effectively. Staff appraisals monitor performance and contribution, praise and encouragement is given openly and staff feel valued. All staff are very committed to improving the care and education of all children.

Partnership with parents is very good. Parents receive detailed information about the setting and its aims. The curriculum is displayed and good use is made of newsletters and the notice board. Parents have access to their children's keyworkers and progress records. They are able to make written contributions about their learning at home. Parents feel the staff are approachable and friendly, helping to provide a welcoming environment.

What is being done well?

- Children's spoken language is developing well. They learn to negotiate with others. They are able to express their real and imagined experiences during role-play situations, for example, dressing-up as doctors, policeman or princesses. Staff know the children well. They know when to let the play develop and when to redirect the children, or extend their imaginations further, for example, drawing pictures or making models to represent their ideas and thoughts.
- Children's knowledge and understanding of the world is developing well. They explore and experiment with resources and materials throughout each session. They take part in various practical activities to consolidate their learning, for example, children look at which type of creatures live in ponds during water-play. They discuss the matter and then use a good selection of resources to consolidate their learning, looking at and feeling pond weeds,

frogs and lizards. They add stones for the creatures to hide and feel safe. Staff introduce new words throughout, extending the children's vocabulary.

- The leadership and management of the setting is very good. The owner is knowledgeable, supportive and motivated. She has a clear vision of the standard of education children should receive and has high expectations of all staff. The staff team work extremely well together and they enthusiastically join in with the children's play. The provision is regularly monitored and evaluated by the owner and staff, which ensures the nursery education is effective and supports the individual learning and development of all children.
- Children are actively involved in their learning. They work well independently, are confident and show high levels of concentration, for example, children talk about what they are going to do, then select the appropriate resources and tools to meet their own aims.

What needs to be improved?

- the opportunities for children to practice emergent writing skills in a variety of situations and for different purposes, for example, in the home corner, writing their names on their work or making lists and notes during their play.

What has improved since the last inspection?

Not applicable, this is the settings first education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and keen to learn. They try new activities with enthusiasm. Children are able to sit quietly and concentrate well when required, often asking questions to extend their learning. They form good relationships with adults and peers and co-operate well during activities. Children show high levels of independence and are developing good self-care skills. They behave well, are polite and understand the group rules. Children are happy and settle quickly on arrival.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers in a variety of situations. They suggest ideas during activities and free-play. Children enjoy using books and listen well to stories, joining in to describe the pictures or pretending to read to others. Children are able to link the shapes and sounds of some letters, through activities such as 'letter of the week'. There are some opportunities for children to practice their emergent writing skills. Children are beginning to form clear, recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and recognise numerals during practical activities and free-play. They are beginning to problem solve and persevere to work things out for themselves. Children are developing an understanding of calculation and understand simple number operations, for example, adding and subtracting with groups of objects. Children recognise and recreate patterns accurately. They use mathematical language well to describe size, shape, position and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a wide range of natural and manmade resources. They show curiosity and find out about textures, properties and appropriate uses for materials. Children confidently join materials, creating their own ideas. Children use everyday technology with ease and are developing good computer skills. They have a good sense of time and place, talking openly about where they live or things they have seen. Children are beginning to understand other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move around with confidence and purpose. They show good control and co-ordination during musical movement. Children are able to travel through, over, around and under equipment during obstacle courses. They climb with ease using the slide. Children have very good spatial awareness and show consideration for others. They manipulate an extensive range of tools and objects with increasing control. Children recognise changes to their bodies during and after physical activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children recognise and name a wide selection of colours and shapes during their play. They describe materials and textures during practical activities. Children sing a range of songs from memory and confidently match actions to rhymes and music. They are able to play a variety of instruments and are beginning to recognise simple sound patterns. Children use their imaginations well during role-play and craft activities. They are able to express themselves freely.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- provide more opportunities for children to practice their emergent writing skills in a variety of situations and for different purposes.

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.