



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 143151

DfES Number: 547679

INSPECTION DETAILS

Inspection Date 01/11/2004
Inspector Name Mary Daniel

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Playgroup
Setting Address St Andrews Church Hall
 Preston Grove
 Yeovil
 Somerset
 BA20 2BQ

REGISTERED PROVIDER DETAILS

Name Miss Anna-Marie Fischer

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 Playgroup is situated on the outskirts of Yeovil and opened in 2000. It is registered for sessional care to accommodate 24 children between the ages of 2 and 5 years of age. The playgroup is privately owned by a sole proprietor, who is also the manager. Five members of staff work with the children, three of these have qualifications in childcare and education to NVQ level three.

The playgroup is accommodated in a church hall which is used by other community organisations. The accommodation consists of a large hall with separate toilet and kitchen facilities. There is no outside play area.

The playgroup is open each week day from 09.00 until 11.45, in term time only. Currently there are 29 children on register. The setting supports children with special educational needs and those who have English as an additional language. The playgroup is in receipt of Government funding and there are currently 15 funded 3 year-olds on roll.

Support and curriculum advice is given to the playgroup by the local Early Years Partnership.

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

How effective is the nursery education?

Busy Bees Playgroup offers good quality nursery education overall, and children willingly participate in exciting and purposeful play experiences, which help them in making generally good progress towards the early learning goals.

Teaching is generally good. Staff are dedicated and have a positive approach to play which impacts well on children's learning. Staff and children form trusting relationships resulting in children developing good self-esteem. Inclusion is promoted well, as staff support all children in use of a simple sign language within the daily routine. Overall, a range of meaningful activities are planned, but the assessments made do not clearly support staff in setting challenges in future planned activities, or allow for those who learn at differing rates. Good use is made of resources to create exciting play areas and to extend children's learning, such as with information and text books to reinforce a discussion or activity. Staff effectively ask questions to help children think, but do not always maximise children's learning through the use of everyday routines, for example, in solving simple practical number problems. Staff promote good behaviour very well.

Leadership and management is very good. There are very clear operational procedures in place giving a structured framework which effectively supports staff in their roles, and they work very well as a team. Staff are included in all aspects of the group and are encouraged in ongoing training opportunities. Staff and management are committed to continual improvement of their practice to support children's development.

Partnership with parents is very good. Parents are welcomed and their involvement valued. Good quality information is provided on events and changes within the group and regular newsletters are sent to inform of current themes and activities provided. Parents have regularly invited to share information on their child's developmental progress with staff.

What is being done well?

- Children behave very well. They respond happily to the frequent praise and positive direction given, and share easily within their play. Staff act as good role models and provide consistent routines. Children develop a good understanding of right and wrong, and their self-esteem is promoted effectively, resulting in them becoming happy, confident little people
- Staff provide an exciting range of motivating and interesting play experiences. They create a stimulating play environment, and make good use of resources to effectively encourage children's participation. This is particularly evident with imaginative play where children become involved in varied role play experiences such as the estate or travel agents, or in going to the 'playgroup wedding'

- Children's spiritual, moral, social and cultural development is promoted very effectively. Children take part in the group nativity play and learn about other cultures through topical activities. They show kindness towards others, and are concerned when a friend is upset. They share a 'goodbye' song together at the end of the session
- The provision is very well organised and managed. Staff maintain clear routines and support each other in their roles. The overall practice is regularly reviewed and monitored, with parental views and involvement encouraged. Staff form good relationships with parents and frequently liaise on all aspects of their child's development.

What needs to be improved?

- the system for assessing children's developmental progress to clearly inform staff in setting sufficient challenges to support all children's needs in further planned activities, including those who learn at differing rates
- the opportunities to develop children's understanding and use of numbers, such as solving simple mathematical concepts, and in linking sounds with letters within everyday practical situations.

What has improved since the last inspection?

Not applicable as this is the first inspection of funded nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle easily and explore the play areas confidently. They mix well with their peers and share hugs as they meet a friend. They are very keen to learn and enjoy self-chosen challenges. They show great interest in their community as the police and fire officers visit. Children happily join together for their 'Thank you' prayer, and have fun dressing up to raise money for charity events. They sit quietly at circle time and respectfully take turns to 'show and tell.'

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children recognise that print carries meaning as they find their name cards. They use language well to express their thoughts, for example, in talking about a train trip to Weymouth. They feel the 'squishy, squashy' paint between their fingers, but are not often linking sounds with letters in play. Children use good control and hand-eye co-ordination as they form lines and circles to make their train pictures. They listen well to stories and join in with favourite nursery songs.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children often use number language in their play, and confidently count how many model 'birds' they have made. Children recognise shapes as they make a picture of their 'shape robot'. They sing number rhymes, such as '5 Currant buns', but are not solving simple number problems in everyday practical routines, or reinforcing their ideas with the written number. Children enjoy finding the numbered gold coins hidden in the sand tray, and discover quantity as they fill up their pots in water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children discover change with wonder and excitement as they melt ice, and make their books about the life cycle of a frog. They explore natural objects, such as shells with great interest. Children join construction pieces together skilfully to make their models. They are keen to find out how and why things happen, for example, as they turn the torches on and off. They notice the changing colours in the autumn leaves with delight.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the play areas with pleasure, waving their streamers. They control their body movements well, as they thoughtfully join in using a simple sign language. Children show awareness of their own safety, as they learn to stop, look and listen on the road. They have very good hand-eye co-ordination skills in their use of creative materials and most pour their own drinks with confidence. Children enjoy jumping with both feet to make the autumn leaves crunch.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture with pleasure, for example, as they make 'Elmer the elephants' patchwork coat. They respond with wonder as their coin sticks to a magnet, and laugh as the paint brush tickles their hand. They make their own rainmakers, and have fun experimenting with different sounds. Children willingly become involved in imaginative play, for instance, as they dress up for the playgroup 'wedding day' activity, and make special invitations for their family to join the party.

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

- develop the system for assessing children's progress, so that it clearly helps staff in setting sufficient challenges to support all children's needs in future planned activities, including those who learn at differing rates
- extend the opportunities provided for children to develop their understanding and use of numbers, such as solving simple mathematical concepts, and in linking sounds with letters within everyday practical situations.

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.