



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105947

DfES Number: 595905

INSPECTION DETAILS

Inspection Date 04/11/2004
Inspector Name Elaine Douglas

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bee Pre-School (Honiton)
Setting Address The Beehive @ Honiton Primary School
Clapper Lane
Honiton
Devon
EX14 1QF

REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bee Pre-School (Honiton) 1029681

ORGANISATION DETAILS

Name Busy Bee Pre-School (Honiton)
Address The Beehive @ Honiton Primary School
Clapper Lane
Honiton
Devon
EX14 1QF

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 run by a local committee of parents. It has been open for 35 years. It operates from a mobile classroom on the Primary School campus, which is situated in the centre of Honiton. The pre-school serves the local area.

There are currently 39 children from two to three years on roll. This includes 27 children in receipt of funded nursery education. Children attend for a variety of sessions. The group supports children who have special needs.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.30 Monday to Friday. The group also opens from 12.30 until 15.00 depending on demand, which is currently Monday and Wednesday.

Three full time and two part time staff work with the children. Two have early years qualifications. One staff member is currently on a training programme. A one to one worker is employed to provide support for one child with special educational needs. The group receive support from the early years mentor/teacher (Zero to 14 plus).

How good is the Day Care?

Busy Bees Pre-school provides satisfactory care. The staff work well as a team, regularly update their knowledge through training and are deployed effectively to support the children. Space is limited but well organised to meet the needs of the children. A good range of resources are used well to support children's development. Most of the required documentation is in place, although some lack the necessary detail.

Satisfactory safety procedures ensure children can play safely in a secure environment and good health and hygiene procedures are effectively carried out by staff and children. Staff have a good understanding of children's individual needs, including dietary and ensure their needs are met. Nutritional snacks and regular drinks are provided. Good support is provided for children with special needs and staff have a satisfactory knowledge of child protection issues.

Staff plan a satisfactory curriculum which helps children develop in all areas. They work directly with the children at all times and have a good understanding of individual abilities, providing good interaction to ensure children are developing appropriately. Staff manage children's behaviour effectively and consistently.

There is a satisfactory partnership with parents. Parents are welcomed into the setting and are provided with good information on the setting and the activities provided. Staff have good opportunities to talk to staff and be involved in their child's learning. Parents have satisfactory access to policies and procedures and information on their child's progress.

What has improved since the last inspection?

At the last inspection the group agreed to devise risk assessments for outings and forms for recording medication, accidents and incidents, write a policy for administering medication, and increase staff knowledge of child protection issues.

The group have obtained the Pre-school Learning Alliance (PLA) medication, accident and incident books to ensure appropriate information is recorded and maintained confidentially. They have devised a risk assessment form which is used each time the group take the children on an outing outside the grounds and carry out a risk assessment each time they use the school grounds. A policy has been written which gives parents and staff clear procedures for the administration of medication. One staff member has attended child protection training and staff have a satisfactory knowledge of child protection issues. However, their knowledge of their own policy and procedures needs developing.

What is being done well?

- Staff attend regular first aid training as well as training in administering emergency medication. Good procedures are followed when dealing with accidents and teaching children good hygiene routines.
- Staff effectively implement the equal opportunities policy to ensure children's differences are acknowledged and all children have equal access to activities and resources.
- Staff provide good support for children with special educational needs. One to one support is provided where appropriate and staff work closely with parents and other agencies to ensure children receive effective care.
- Children are well supported in understanding expectations on their behaviour and staff consistently apply the behaviour management procedures.

What needs to be improved?

- the systems to ensure fire procedures are displayed for easy access and drills are recorded sufficiently, and the procedures for registration show hours of children's attendance

- the documentation and access to policies which inform parents of the procedures for making a complaint and the regulators address
- the staff's knowledge of the groups child protection procedures.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

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

Std	Recommendation
2	Ensure the registration system shows accurate times of children's attendance.
6	Record details of fire drills as recommended by the fire safety officer and display emergency evacuation procedures to ensure they are easily available to everyone using the premises.
12	Update complaints procedure to include regulators address and make it available to parents.
13	Increase staff knowledge of child protection issues in line with group's own policy.

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 overall, where children are making generally good progress towards the early learning goals. Planning and teaching for mathematical development, knowledge and understanding of the world and creative development are more effective and children make very good progress in these areas.

The quality of teaching is generally good. Staff manage children's behaviour appropriately and support children well in understanding boundaries and expectations. Staff support individual children well, including children with special educational needs, to ensure all children can access all activities. Staff provide good opportunities for children to make decisions and choose activities for themselves, and plan interesting adult-led activities. However, they do not plan sufficiently for children to use large equipment or provide resources to develop their writing skills appropriately. Staff use daily routines well to support learning in mathematical development but this is not so effective in developing children's independence. Staff keep examples of children's achievements but do not regularly record observations to accurately show their progression over time.

The leadership and management is generally good. The manager leads by example and provides a good role model. Managers have good systems to evaluate changes in the curriculum and plan long term improvements. However, this is not effective in identifying actions to be taken to improve weaknesses in other areas.

The partnership with parents is generally good. Parents receive regular information on the provision through newsletters, discussion and notices. Parents have good opportunities to be involved in their child's learning at home and in the group. They have regular opportunities to speak to staff informally and receive their child's file when they leave. However, there is no system to ensure all parents are kept well informed of their child's progress.

What is being done well?

- Children make very good progress in their mathematical development due to staff using number and mathematical problems in daily routines. For example, at snacktime staff ask children how many biscuits are left and if there are enough for staff, and children line their cups up by sorting into colours, and then counting the total.
- Staff make good use of the local environment to teach children about the place they live in. Children make visits to the post office to see how post is sorted and a visit from the local lollypop lady teaches children about road safety.
- Children have regular opportunities to develop their imagination in role-play,

and art and craft. A good range of resources are provided to allow children to create in two and three dimensions to their own satisfaction.

- Staff support children well in understanding behavioural expectations and are consistent when dealing with behaviour management. Children generally share and are helpful and kind to each other.

What needs to be improved?

- the planning and opportunities for children to manage developmentally appropriate tasks and care for their environment, and to use climbing and balancing equipment
- the resources provided for children to develop their writing skills appropriately, and gain an awareness that writing is a form of communication used for a variety of purposes
- the system for recording observations on children to ensure they are regular enough to show children's progress and for keeping parents well informed of their child's achievements.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident to select activities and regularly make choices. Children are beginning to understand about taking turns and are starting to be aware of expectations of their behaviour. They relate well to each other and show care and concern for each other, such as helping each other to get an apron. However, children are not regularly encouraged to manage developmentally appropriate tasks or take care of their environment, through daily routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently engage in conversation with each other and with staff, they listen well and respond to questions and instructions. Children regularly enjoy rhyme and are beginning to say the sounds of letters. They select books individually and handle books correctly and carefully. Children regularly paint and draw. However, they do not ascribe meaning to their marks or develop an understanding that writing is a form of communication as resources are not provided in their play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers in everyday routines, in their play and in planned activities. Children are developing a very good understanding of the numbers which are one more or one less than the given number, when they sing rhymes and in their daily routines. Children regularly use shape and mathematical language in their play. For example one child says the toy banana is tiny and bananas are usually bigger; she then indicates with her hands how much bigger.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children notice pattern and changes when taking part in regular well planned activities. For example planting bulbs inside and outside to notice the effects of the environment on their plants. Children regularly build and construct, and are beginning to understand that tools are used for a purpose. Children are developing a good knowledge of their local environment through daily discussions and visits to local areas, as well as regular visits to the group from people who work in the area.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children judge personal body space well and show respect for other children's space. However, they are not sufficiently developing control when using climbing and balancing equipment due to limited opportunities. Children are becoming aware of good practices which contribute to them staying healthy, in planned activities and daily routines. For example, they understand that they must wash their hands before eating and after using the toilet.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children differentiate colours, they regularly explore texture and make two and three dimensional structures. Children use the available resources well in their role-play and regularly imitate what adults do, such as cooking and shopping. Children regularly enjoy exploring a range of products using all their senses. For example, children enthusiastically choose to explore shaving foam and show interest in what they feel, smell, and see.

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

- plan to provide regular opportunities for children to manage developmentally appropriate tasks and to use climbing and balancing equipment
- provide a variety of resources in different situations for children to develop an understanding that writing is a form of communication and used for a variety of purposes
- develop the records kept on children's achievements to ensure they show children's progress over time and are regularly 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.

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.