



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY247983

DfES Number:

### INSPECTION DETAILS

Inspection Date	10/11/2003
Inspector Name	Anita Bray

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Busy Bees Pre-School (New)
Setting Address	The Pavilion Eynsford Close Petts Wood Kent BR5 1DP

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Busy Bees Pre-School
Address	The Pavilion Eynsford Close Petts Wood Kent BR5 1DP

## 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 has been established for many years but has operated under the current ownership since 2002. The pre-school is based in a sports pavilion situated on the edge of a playing field, close to a children's play area. The space available includes a main playroom, reception/parent area, toilets and kitchen facilities and a large storeroom.

The pre-school offers morning sessions, Monday to Friday from 09:10 to 11:50 and afternoon sessions, Monday to Thursday from 12:30 to 15:00. Afternoon session on Monday and Wednesday are specifically for 4 year olds. There are currently 44 children on roll which includes funded 3 and 4 year olds, children with special need and children who speak English as an additional language.

All staff possess appropriate childcare qualifications. The pre-school follows the Foundation Stage Curriculum and receives support from the local Early Years Development and Childcare Partnership. Links have been established with local primary schools.

### How good is the Day Care?

Busy Bees Pre-school provides a good standard of care. The staff rota is arranged so that children get good adult support and supervision at all times. The premises are bright, welcoming and well maintained. Equipment is organised in such a way that it is attractive and easily accessible to the children. The pre-school's operational plan which outlines its aims, can be seen working in practice. Staff ensure that all documentation is well kept, and where necessary stored confidentially. A minor adjustment is needed to bring the complaints policy up-to-date.

The pre-school staff pay good attention to health, hygiene and safety issues. Drinks and a snack are offered at a planned break time. A strong keyworker system coupled with good record keeping ensure that children's individual needs are met. The leader displays a good knowledge of child protection issues and information on the subject is readily available to staff. Good provision is in place to care for children

with special needs.

Children are eager to attend the pre-school, interactions between staff and children are good. Staff plan a variety of stimulating activities and ensure that children are well occupied at all times. The pre-school uses the adjacent playground and field to provide outdoor play. There is a balance of free choice and adult led activities which promote children's all round development. The management of children's behaviour is positive and staff provide a good role model which is reflected in children's behaviour. There is a good range of equipment and activities reflecting the wider community.

The partnership with parents is good, there are many informal opportunities for staff and parents to exchange information about children. Parent questionnaires indicate that they value the friendly welcoming attitude of the staff. Regular news letters and an informative notice board keep parents up-to-date with pre-school activities.

#### **What has improved since the last inspection?**

This is the pre-school's first inspection.

#### **What is being done well?**

- The range of activities and adult support allows children to develop in all areas. Efficient staff deployment ensures that children are always involved in purposeful activity.
- The positive management of children's behaviour and the good role model provided by staff promotes politeness and good behaviour.
- The operational plan which documents the pre-school's aims and policies, is reflected in practice and contributes to the smooth running of the provision.
- Staff knowledge and understanding of child protection, coupled with the availability of information within the pre-school, promotes the identification and protection of any child who may be at risk. Whilst good procedures are in place to ensure confidentiality is maintained.
- The partnership with parents ensures that information about children and pre-school activities is regularly exchanged and is used to promote children's development.

#### **What needs to be improved?**

- the complaints policy confuses the differing roles of Ofsted and the Local Authority in investigating complaints about early years provisions.

#### **Outcome of the inspection**

Good

## 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
12	Ensure that the complaints policy clearly differentiates between the roles of Ofsted and the Local Authority in investigating complaints.

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

### How effective is the nursery education?

Busy Bees Pre-School offers generally good nursery education. Children are making very good progress towards the Early Learning Goals in all areas except in knowledge and understanding of the world where their progress is generally good; the programme in this area does not offer sufficient opportunity for children to develop computer skills or to use tools and participate in construction projects. Children are making very good progress in physical development, but planning does not make provision for children's large motor development.

The pre-school staff have a very good knowledge of the Foundation Stage curriculum. They work regularly with their key groups and keep detailed records of children's progress. Knowledge of individual children's development enables staff to ensure that they are offered appropriate challenges, but planning of the programme addresses only the overall learning goals it does not provide for progression through the stepping-stones. There is a balance of structured and free play activities allowing children to practice their skills and learning. The premises are well laid out and equipment is attractively displayed, ensuring that children have easy access and are eager to participate in activities. Staff use positive methods to manage children's behaviour, children are well behaved and polite.

The pre-school is well led and managed. The leader is clear about the group's aims and staff work well as a team. Staff are effectively deployed to ensure that children are always involved in productive activity and that the session runs smoothly. Plans and activities are informally evaluated. The leader and staff are enthusiastic about the pre-school; they are committed to maintaining and developing their provision.

The partnership with parents is very good. Parents have regular contact with their child's key worker. Regular newsletters and an informative notice board keep parents up-to-date with pre-school activities.

### What is being done well?

- Keyworker's knowledge of individual children, which is assisted by a variety of observation methods, assessment and record keeping, works to ensure that they offer appropriate challenge to children and promote their development.
- Staff deployment and structure of the sessions ensures that children are always involved in purposeful activity.
- The management of children's behaviour is positive and promotes good behaviour.
- Regular opportunities for parents and staff to exchange information, enable staff to meet children's individual needs, whilst parents are fully informed about their child's progress.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● opportunities for children to further develop their knowledge and understanding of the world; by participating in information, communication and technology activities, which enable them to practice computer, keyboard and mouse skills, also the provision of tools and construction materials which allow them to develop designing and making skills</li><li>● planning to identify the intended outcome of activities in terms of the stepping-stones towards the Early Learning Goals and to include a programme for developing large motor skills.</li></ul>



<b>What has improved since the last inspection?</b>
This is the pre-school's first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children can sit quietly and listen in groups where appropriate; they freely express their ideas and opinions in a variety of situations. Children are secure in their environment; they are able to make choices and select activities. Children are well behaved and polite and are able to solve conflicts with little adult support.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books and make enthusiastic use of the book corner, they are able to re-tell familiar stories and anticipate story lines. Children are able to talk in groups and show an awareness of the listener. Four year olds know the names of letters and their sounds, some are beginning to write their own names recognisably. Children have opportunities to practice their writing skills in a variety of free play situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are aware of numbers, 4 year olds can count past ten and are beginning to recognise numerals. Children recognise shape and colour, they display a very good awareness of size and use comparative language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious about their environment, they explore and investigate objects and ask questions about why things. Activities on offer enable children to develop a sense of their own and other people's culture and beliefs. Opportunities to use information, communication and technology are limited, children have not developed keyboard or mouse skills. Opportunities for children to use a variety of tools such as staplers scissors and tape in building and construction projects are limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

When using pencils and dough tools, children display very good hand eye co-ordination. Children are able to take care of their own physical needs when going to the toilet and putting on coats. Children's large motor skills are well developed, they are agile and well co-ordinated. They are able to run, and climb. There are good opportunities for children to develop large motor skills, but these are not reflected in formal planning.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their experience and imagination in role play, they play co-operatively, taking on roles and acting out familiar scenarios. When taking part in musical activities, children respond with enthusiasm, they join in with familiar songs and move to the music. Children explore various media with enthusiasm and use what is on offer to produce their own art work.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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**

- ensure that the stepping stones towards the Early Learning Goals in the area of knowledge and understanding of the world are fully included in provision
- identify in plans the intended outcome of activities in terms of the stepping-stones towards the Early Learning Goals and include a programme for developing large motor skills.

*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.*