



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221725

DfES Number: 519297

INSPECTION DETAILS

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| Inspection Date | 08/01/2004 |
| Inspector Name | Denise May Smith |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Busy Fingers Pre-School |
| Setting Address | Main Street Little Downham Ely Cambridgeshire CB6 2ST |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Busy Fingers Pre-school 308133 |
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ORGANISATION DETAILS

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| Name | Busy Fingers Pre-school |
| Address | Downham Feoffees Primary School Main Street, Little Downham Ely Cambridgeshire CB6 2ST |

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 Fingers Pre-school was re-registered in 1992 but has been operating for some 30 years. It operates from a purpose built, brick building within the ground of Little Downham primary school. The large play room is divided into two rooms via folding doors. Busy Fingers Pre-School serves the local community and surrounding villages.

There are currently 35 children from 2 to 5 years on roll. This includes 14 funded 3 year olds and 9 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 11:45 hrs and 13:00 to 15:00 hrs.

Seven staff, in total work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting is aware that they can receive support from a mentor from the Early Years Development and Childcare Partnership if required.

How good is the Day Care?

Busy fingers Pre-school provides good quality care for children.

The management and organisation of the group is effective and ensures that staff are able to offer good, appropriate care to the children who attend. The pre-school rooms are warm and welcoming to parents and children, they are organised appropriately to maximise their use. The comprehensive system of information sharing and record keeping ensures children are cared for according to parent's wishes. All policies and most procedures are up to date and inform good practice. Policies are not fully accessible to parents. Staff training is given high priority and

deployment of staff is well managed.

A varied and nutritious menu of snacks and drinks is provided and children's individual dietary requirements are met. Snack time is valued as a social time, which fosters the children's independence. Staff have a good awareness of keeping children safe both indoors, outdoors and when on outings. They give high regard to health and hygiene issues, encouraging children to adopt good hygiene procedures.

Staff act as good role models and enjoy good relationships with the children. Children who have special needs are very well supported and fully included into the setting. Children are provided with a varied, well-paced, age-appropriate range of activities, which include frequent opportunities for outdoor play and local outings. The many visitors to the group support topic based activities. Toys and equipment are chosen with care in order to meet the needs of all children. Praise and encouragement is used effectively. This reinforces the children's good behaviour and promotes children's confidence and self-esteem. Staff are consistent in the way they care for the children.

Partnership with parents and carers is very good. Comprehensive information is both gathered and shared with parents so that children feel secure in the group. Parents are encouraged to approach the staff and management at any time.

What has improved since the last inspection?

There were no actions or recommendations raised at the last inspection

What is being done well?

- The effective organisation of the group ensures that children's needs are met on an individual basis.
- The good partnership with parents ensures that children are cared for according to parents wishes.
- The good range of age appropriate, accessible toys and activities offered to the children, which are appropriately supported by staff, fosters children's physical, social, intellectual and emotional development.

An aspect of outstanding practice:

The excellent support offered to children who have special needs allows all children to access the facility, the curriculum and develop to their individual potential.

What needs to be improved?

- the accessibility of policies for parents/carers
- the procedure followed when appointing staff to include information which enables the registered person to determine if the applicant is suitable to work with the children.

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| Outcome of the inspection |
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| Good |
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| CONDITIONS OF REGISTRATION |
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| <i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i> |
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| <i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i> |
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| WHAT NEEDS TO BE DONE NEXT? |
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| The Registered Person should have regard to the following recommendations by the time of the next inspection |
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| Std | Recommendation |
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| 1 | Further develop the procedure followed when appointing staff to include information which enables the registered person to determine if the applicant is suitable to work with the children. |
| 14 | Ensure that all policies are accessible for parents carers |

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

How effective is the nursery education?

Busy Fingers Pre-school offers very good quality nursery education. The children are making very good progress in all areas of learning.

The quality of teaching is very good. All staff have a clear understanding of the foundation stage and understand how children learn. They use this knowledge well to deliver fun, exciting, interesting and varied opportunities for children to try new experiences. The children respond to these opportunities and absorb the curriculum offered through their play. Basic play elements such as sand, water, free art and play dough are always available and underpin the topic related activities.

Assessment is used to identify children's strengths and highlights areas which are still to be attained. The children's key workers use this information to inform the comprehensive planning system which is in place. Children are very well behaved. Staff have clear expectations of the children and consistently apply age appropriate strategies to encourage positive behaviour. An effective system for supporting children with special educational needs ensures equality of access to the provision and enables all children to participate in the rich opportunities available.

Leadership and management is very good. Staff have a clear understanding of their roles and responsibilities, they work well as a team knowing each others strengths and using them well. The committee is supportive and well organised. The system of staff appraisals and the high importance placed on the training and development of staff ensures the team are motivated and enthusiastic to develop the setting.

The partnership with parents is very good. Information is gathered and shared in a variety of ways including parents evenings, review meetings and daily information sharing. Parents are kept up to date with current topics and are involved the pre-school at all levels. The written reports shared with parents keep them informed and involved in their children's learning.

What is being done well?

- The emphasis placed on staff development and training ensures staff are confident in delivering a broad and balanced foundation curriculum.
- Staff create a stimulating environment which fosters children's learning. Children are happy and confident and therefore able to make very good progress in all areas of learning.
- The very good support given to children who have special educational needs ensures all children can access the curriculum and the setting.
- The very good partnership with parents/carers encourages parents to be involved and keeps them informed about their children's progress and learning.

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| What needs to be improved? |
| <ul style="list-style-type: none">● the use of labels on children's toy boxes and trays to further improve the word rich environment. |

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| What has improved since the last inspection? |
| <p>Very good progress has been made at implementing the action plan drawn up to address the two key issues raised at the last inspection.</p> <p>1) Extend planning to include details of staff deployment for all activities and details of the grouping of children, particularly once the setting has moved to their new premises. This will allow activity planning for different age groups and abilities.</p> <p>Planning is now comprehensive and contains all of the elements highlighted.</p> <p>2) Continue with programme of staff development and training in order to ensure that all members of staff are able to build a secure knowledge and understanding of all six learning areas. This will allow staff to foster children's learning appropriately. Staff training should be linked to the planned appraisal system.</p> <p>The staff appraisal system in place highlights staff development needs. All staff have attended training on the foundation stage in addition to other relevant training and workshops. Each staff member holds an area of responsibility and expertise which they share with the rest of the staff team.</p> |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are motivated to learn and to try new experiences. They concentrate and persevere at tasks, with adult support where appropriate. They are confident, happy and secure; separating from carers with ease. Children form good relationships with staff and peers, co-operating, negotiating, taking turns, sharing resources and supporting each other. Children are very well behaved responding to the positive messages given to them, they have high levels of self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Children use language to negotiate with peers and adults, speaking confidently to a familiar audience. They link sounds to letters and match sounds to the alphabet. Books are valued and handled appropriately. Children join in and listen intently to stories and enjoy telling stories to their friends. Children are skilled at mark making during role play and throughout many of the activities offered. A word rich environment is provided. However, not all of the toy trays and boxes are labelled.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children confidently recognise and recreate patterns and use mathematical concepts to problem solve. They are skilled at using numbers across many play situations, counting and sorting reliably to ten and beyond, recognising numerals appropriately. Staff develop children's understanding of calculation through planned and spontaneous activities. Children recognise shape, size and quantity using appropriate language to describe position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children build and construct using an extensive range of objects and tools. Good opportunities are provided to use information technology, this underpins learning in other areas and supports assessment. Children enjoy talking about past and present events in their own lives and others. They learn about the environment, the natural world, their local community and the wider world through an interesting range of planned and spontaneous activities; visitors to the group further support learning.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Very good opportunities are planned, both indoors and out, all year around which, encourage children to climb, jump, slide, balance and develop a sense of space. They use tools and equipment in a variety of activities, with control and a developing awareness of safety. Children move confidently to music and during general physical activities. Children learn about the importance of staying healthy through discussion and planned activities.

| CREATIVE DEVELOPMENT | |
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| Judgement: | Very Good |
| <p>Children enjoy exploring colour and texture and constructing in 2 and 3 dimensions. They choose from a wide range of resources and particularly enjoy woodwork, being proud of the many inspired works of art created. They express their ideas and develop their imaginations in a variety of ways through planned and spontaneous activities. They enjoy a wide range of songs, rhymes and ring games; music is used for fun and to support other areas of learning. Role play supports topic related activities.</p> | |

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:'
- further develop the use of labels on all toys boxes and trays.

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.