



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 503750

DfES Number: 544255

INSPECTION DETAILS

Inspection Date 15/03/2005
Inspector Name Margaret Baines

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bees at Bamber Bridge
Setting Address School Lane
Bamber Bridge
Preston
Lancashire
PR5 6QE

REGISTERED PROVIDER DETAILS

Name Busy Bees Group Ltd 3895685

ORGANISATION DETAILS

Name Busy Bees Group Ltd
Address Busy Bees at St Matthews
Shaftesbury Drive
Burntwood
Staffordshire
WS7 9QP

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

Kindercare Childcare Centre located in School Lane, Bamber Bridge is one of a chain of children's day care establishments operated by a large National chain known as Busy Bees Childcare Group. The two chains amalgamated during the Summer of 2002.

The premises consists of a large converted two storey school building positioned within it's own private grounds. Children are accommodated in small groups within the setting on ground and first floor levels. There are outdoor play facilities offered on site.

A manager is employed on site to lead a child care staff team, the majority of whom are child care qualified. Facilities are provided to cater for children's needs according to their ages, with there being a dedicated Baby Unit. The provision is registered to provide Nursery Education places for eligible three and four year old children.

The older school aged children ages 4-8, are catered for both before and after school with children transported in multi-seater vehicles. Holiday care for this age group is also available. Children over eight and up to 11 years are admitted also. The service provided for the school aged children is delivered on the first floor level in a dedicated area which is self contained and suited to this age groups needs.

The facility is open all year round with the exception of Bank and Public holidays, with children accommodated Monday to Friday between the hours of 07:30 and 18:00. Meals and snacks are provided which are prepared freshly each day by the cook.

The setting receives support from the Local Authority.

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

How effective is the nursery education?

Busy Bees at Bamber Bridge offers acceptable provision which is of a good quality overall. Children make generally good progress towards the early learning goals in personal social and emotional development, mathematics, knowledge and understanding of the world, physical and creative development; however communication, language and literacy has significant weaknesses. Children's spiritual, moral, social and cultural development is fostered appropriately.

The quality of teaching is generally good. An effective key worker system promotes good relationships with the children. The structured routine, balanced range of planned activities demonstrates that staff in the main have a generally good knowledge of the foundation stage and how children learn. The planning system links directly to the stepping-stones but fails to provide sufficient challenge for those more able children. Staff in the main are confident to deliver the early learning goals although communication language and literacy has identified weaknesses. Staff observe and record children's progress in the six areas of learning but infrequently.

A system is in place to support children with special educational needs.

The leadership and management is generally good. Staff work well together as a team. There are in the main systems in place for supporting staff and promoting their professional development. However the management of children's behaviour at some parts of the day and the organization of groups for some activities limits children's learning. There is a commitment to the development of the provision with systems in place to monitor and review the ongoing activities and staff development.

The partnership with parents is generally good and contributes to children's progress. Parents are informed about the nursery's curriculum; staff encourage parents to be involved in their children's learning though there is no system to include parental observations within the future planning.

What is being done well?

- Effective systems are in place to allow the children to settle well and feel confident to explore activities in the nursery setting. They are developing positive self-esteem; they are proud of their achievements and eager to share them with others.
- Children are learning to count; most can count up to five and many beyond. They are learning positional language and are good at forming a line they know which is the front and the back. They recognise circles, squares and triangles as they make patterns.
- Children learn about living things, they have planted some bulbs and seeds and are observing and monitoring their growth.

- Children have good opportunities to learn about ICT through regular access and good staff interaction when learning to use the computer.
- Children are progressing well in relation to physical development. They are confident when using the climbing apparatus and run energetically around the outdoor area. Children have the opportunity to participate in a ballet lesson on a weekly basis. They are developing skills to use small equipment and particularly enjoy painting and cutting when they made Easter cards.
- Partnerships with parents and carers is good. Parents are provided with detailed information about the setting and the early learning goals. There are positive links between home and the setting and parents are provided with opportunities to discuss their child's development with the key staff.

What needs to be improved?

- the organisation of the groups of children in relation to the group size and abilities of the children
- the management of children's behaviour at certain times of the day
- staff's ability to question children to enhance their mathematical thinking and
- their ability to link sounds to letters during everyday activities
- the environment, to include many more examples of print and letters to promote children's learning
- access to the home corner and resources within this area to promote language and writing skills.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and motivated to learn from a range of adult led and free choice activities; they are proud of their achievements and eager to share them with others. They are sensitive to the needs of others; one child asked another if she would like to play with her. They develop strong relationships with staff and each other. Staff use much praise and encouragement but at times fail to promote the effective management of behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children speak confidently during both free play and group situations. They are learning to listen but group sizes limits their concentration. Children are learning to use language for thinking as they recall past events. They have however limited access to a good choice of books, there are few examples of print in the environment and children have few opportunities to learn to link sounds to letters. Also the mark making area presents little challenge for those more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count confidently to 10 for example as they count the cups and plates at snack time. They are learning to recognise numbers in some activities. They recognise circles, squares and triangles. They are learning how to create patterns using beads. However the staff do not routinely question children to promote their mathematical thinking during both adult led and self-chosen activities and there are limited examples of numbers in the environment to promote learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children compare similarities and differences for example as they plant seeds and bulbs and observe the growth. They design and make objects in both two and three dimensions for example Easter cards and models; they develop good concepts of time through daily routines. They learn about their environment and have good access to ICT. However children have few opportunities to learn about other cultures and too few learning experiences, which require investigation and exploration.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to move confidently and safely around the setting. They can hop, skip, jump, ride bikes and climb. They are developing an awareness of their own bodies for example what makes them hot and how to deal with this. They can use a range of small tools and equipment confidently as they draw, paint, cut and paste. They are learning to use cutters and knives as they make models with play dough. They enjoy outdoor play although this lacks challenge and direction.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children create pictures in both two and three dimensions using a limited range of textures and resources. They use their senses to taste and smell different foods and feel textures during planned activities. They are learning to use their imagination in role-play however learning is limited as the home corner lacks a good range of resources and effective staff interaction. Children enjoy singing and dancing, they take part in dance lessons and learn about musical instruments.

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

- include in the planning details of how children are to be grouped to ensure that they have good opportunities to learn particularly when listening to stories and sharing their experiences at circle time
- ensure that children have access to examples of print and mark making resources in a variety of areas within the setting
- ensure that children's behaviour is managed effectively particularly during circle time and when group activities are ongoing.
- develop staff's teaching skills to ensure that they routinely question children during continuous play to enhance their mathematical thinking and their ability to link sounds to letters.

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.