

Busy Bees Pre-School Playgroup

Inspection report for early years provision

Unique reference number	106924
Inspection date	16/09/2010
Inspector	Barbara Walters

Setting address	St Peters Hall, St Peters Church, The Drive, Henleaze, Bristol, BS9 4LD
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Busy Bees Pre-School Playgroup is a well established playgroup of some years. It operates from St Peter's Church Hall in The Drive, Henleaze, Bristol. The group is committee run, and led by a manager, who has particular responsibility for the overall organisation and the daily management of the group. It serves the surrounding local community.

The pre-school is registered to care for a maximum of 24 children aged between two and a half and five years. There are currently 27 children on roll. . There is provision for children with special educational needs. The group is open three mornings and two afternoons a week, during term time only. Sessions are held from: 09:15 to 12:15 hours on Tuesdays, Wednesdays and Thursdays, and from 13:0 to 16:00 hours on Mondays and Fridays. It has the use of the lesser hall, kitchen, toilets, rumpus room and the enclosed adjacent side garden area.

Three members of staff currently work directly with the children. One has an NVQ level 3 qualification, and another an NVQ level 2 certificate. The pre-school receives support from the Early Years consultant and is affiliated to the Pre-School Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure and have their emotional needs met well. Children's care and learning are promoted through staff support and the provision of a varied range of suitable play opportunities, so children make some progress. The group is committed to working with parents and they have opportunities to be informed of children's progress. The process of monitoring, self-evaluation and tackling areas for improvement is not fully effective in promoting quality outcomes for children. However, the playgroup has instigated recommendations set at the last inspection, so is suitably placed to maintain continuous improvement. Whilst children's safety is maintained overall, risk assessments require some improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- develop the risk assessment to identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked. 14/10/2010

To further improve the early years provision the registered person should:

- develop systems to monitor and evaluate the provision to help identify strengths and areas for improvement
- develop further the key person system to ensure that children's learning and development needs are identified and met consistently

The effectiveness of leadership and management of the early years provision

Children are warmly welcomed into the setting and staff share positive relationships with parents and carers. Effective systems are in place to ensure that children are supported when they first attend and warm reassurance from the staff help them to settle well. Children benefit from playing in a spacious environment which allows them to move around freely both indoors and in the inviting outdoor area. Procedures are in place to ensure the suitability of staff to work with children and all staff and committee members are checked. Staff have sufficient knowledge of safeguarding children and know their responsibilities in reporting concerns. The designated member of staff has recently attended child protection training and is confident in her understanding of child protection issues. In general, the children's welfare is safeguarded, although child safety is not promoted. The risk assessment does not reflect all potential hazards children may come into contact with and does not take into account specific aspects of the premises. This is a breach in regulation. However, staff ensure that parent helpers are aware of their roles and responsibilities and the identification of visitors to the setting is recorded along with their hours of attendance.

The group has taken steps in forming some links with others settings who deliver the Early Years Foundation Stage and share their planning to help ensure that children have continuity of care and education. The staff team continue to promote parental involvement within the setting. They encourage parents to share information through daily discussions and by completing an 'All about me' form to support children who are settling in. Parents are happy with the care the children receive. Staff are approachable and the children enjoy coming to the group. The parent's rota helps them to gain an understanding of how their children learn. Regular visits from the Early Years consultant help keep the staff up-to-date in child care practices and evaluate their practice. The staff team has attended training on the Early Years Foundation Stage framework and the recommendations from the last inspection have been sufficiently addressed. The group is intending to evaluate their setting by taking part in the Bristol Standards, therefore demonstrating a commitment to continuous improvement. However, an overall self-evaluation of practice that would identify areas for further development is not in place. The staff promote inclusive practice by encouraging all children to take part in every activity. Staff ensure that activities on offer are interesting to boys and girls and staff help children to develop positive attitudes to each other by providing a good role model.

The quality and standards of the early years provision and outcomes for children

Children are settled in their environment and show a sense of belonging as their emotional well being is nurtured appropriately. Children make some progress in their learning and development because staff provide a necessary range of suitable activities which cover the six areas of learning. Children independently make choices from the range of adult-determined toys and resources laid out ready for their use. For example, children explore the magnets on the train set to test its strength and work well together to find the right pieces of track to put together. They are confident to ask staff for help when completing a jigsaw and develop competent skills in matching shapes and similar patterns. Children have regular time in the outdoor play area for fresh air and exercise. Equipment on offer, such as bean bags and nets, help children to develop their throwing skills. They have opportunities for digging and planting in the raised flower beds and growing their own vegetables. They show an interest in ICT by using a camera and taking photos of their friends.

Staff support learning in a variety of ways, for example, through the provision of a varied range of play opportunities which help children make suitable progress across the six areas of learning. Children's learning profiles were not available during inspection owing to storage problems resulting from current building works, but the play leader was able to demonstrate how staff help children make sufficient progress in their development. Staff assess children's activities appropriately overall. They plan their next steps in learning through the use of weekly planning sheets; however, the key person system is not fully effective at the time of inspection, owing to changes in staffing and the admission of new children. This means that not all children's learning needs are consistently promoted. Children begin to develop a suitable understanding of keeping themselves safe by gentle reminders from staff to sit, not stand, on chairs. They learn about personal hygiene practices appropriately, helping themselves to tissues and discarding them in a bin and by washing their hands before food. They are beginning to develop awareness about healthy eating by helping themselves to a range of different fruits at snack time. Children are generally well behaved and respond to the expectations of the setting. They know to sit quietly when staff read them a story and constant praise and encouragement from staff helps to develop their confidence and self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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