

# Busy Bees Pre-School

Inspection report for early years provision

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**Unique reference number**

EY408174

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01/10/2010

**Inspector**

Cathleen Howarth

**Setting address**

Dukinfield Baptist Church, Birch Lane, Dukinfield, Cheshire,  
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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 re-registered in 2010. The group was first established in 1989. It is now privately owned and operates from rooms within the Baptist Church in the Dukinfield area of Tameside.

The pre-school is open weekdays during term time from 9.25am to 1.00pm. When it is operational, the pre-school has sole use of the rooms within the church, which includes the hall on the ground floor. There are 16 wide stairs, with hand rails, to the main playroom on the first floor. There is provision for outside play at the local park.

The pre-school is registered on the Early Years Register to provide care for a maximum of 22 children at any one time. Currently there are 26 children on roll aged from two to five years. Of these, two receive funding for early years education. There is provision for children with special educational needs and/or disabilities and for children who speak English as an additional language.

The proprietor employs six members of staff to work at the setting and, of these, four hold appropriate qualifications. There is a small pool of parent helpers to cover staff absences. Student placements and apprenticeships are considered.

Staff work closely with Tameside Early Years Services.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A noticeable feature is inclusive practice, which is firmly embedded in all aspects of the provision. Children use an affectionate term of endearment and staff are referred to as 'aunties'. The manager sets high standards and the cohesive staff team meet the individual needs of children well in a calm, friendly and relaxed way. Self-evaluation is an integral part of the provision and staff effectively demonstrate they have good capacity to make independent and continuous improvements.

## What steps need to be taken to improve provision further?

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

- develop links with other Early Years Foundation Stage providers to promote a seamless approach to delivering the framework.

## **The effectiveness of leadership and management of the early years provision**

Staff have good awareness of safeguarding issues. They fully understand their role in child protection, including procedures to follow should a concern arise. There are robust vetting procedures in place and staff are cleared to work with children. Staff work exceptionally well together to reach a common goal, which is to deliver the requirements of Early Years Foundation Stage in a highly imaginative and professional way. The enthusiastic manager has significant childcare experience. She is inspirational in her approach to staff's personal and professional development. Staff are being trained to take on specific roles and responsibilities, such as, the special educational needs coordinator. The manager stated she has a 'dream team'.

The deployment of resources meets the needs of children well. Before each session begins toys are checked and thoughtfully arranged to welcome children to the setting. Toys, books, materials and equipment are easily accessible and regularly rotated. Children are engrossed in their play and they are developing early childhood skills in a vibrant and challenging environment. Staff place the promotion of equal opportunities at the heart of all their work. They have secure knowledge of each child's background and needs, which are effectively established through the key person system. Children are fully included and involved and their views and suggestions are enshrined in written evaluations of what they have done well and what they could do differently to improve outcomes.

There are exemplary systems for self-evaluation, which include the clearly written self-evaluation form that highlights areas of the provision to be developed. Plans are underway to create an outside play area in the grounds of the church. In addition, staff make excellent use of the quality assurance checks made by the local authority. They have clearly developed a professional attitude towards their work and they are adapting systems to further enhance children's experience at the setting.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is effective. Parents commend staff for the way in which they deliver a consistently good service. They are routinely involved in decision making on key matters affecting their children through well-established systems and procedures. In addition, there is the ongoing opportunity to volunteer and take an active part in the running of the pre-school.

Overall, there is good provision for children with additional needs. Staff usually work closely with other agencies to overcome perceived barriers. Each situation is comprehensively risk assessed to effectively promote children's welfare. However, in relation to the learning and development requirements, there are limited links with other Early Years Foundation Stage providers to promote a seamless approach to delivering the framework.

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

Staff have secure knowledge and understanding of the Early Years Foundation Stage. Overall, they promote children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities. The children's key person records observations of children at play to determine their natural interests, capabilities and preferred learning styles. They track children's progress, using the information in the Practice Guidance for the Early Years Foundation Stage and link this to pictorial evidence of what children have achieved in their development files. They evaluate stimulating and challenging activities with the children, taking into account their age and stage of development. The information obtained in children's development files is used to plan a broad range of activities to help children take the next step towards the early learning goals in the six areas of learning. Teaching methods are effective and when it is appropriate, staff are able to maintain children's attention for long periods. All children are encouraged to have a go and they are confident learners who have developed a positive attitude towards learning.

All children show a strong sense of security and feel safe within the setting. They understand what standards of behaviour are expected and apply these in order to keep themselves and others safe. This includes road safety, which staff continually reinforce on trips and outings.

Children's understanding of the importance of following good personal hygiene routines is good. For example, they know why it is important to wash their hands before eating. Healthy eating is positively promoted and children make healthy choices, such as, choosing fresh fruit for snacks. There are good opportunities for children to engage in a wide range of physical activities, both indoors and outdoors, including trips to the park, nature walks and shopping in the local community.

Staff respect and value the uniqueness of each child and all children are treated with equal concern. Children's behaviour is exemplary, including new starters. They demonstrate an excellent awareness of responsibility within the setting. For example, at snack time and when they realise they need to use the toilet. Children display extremely high levels of confidence and self-esteem and they are building strong and meaningful relationships with peers, staff and people in the wider community. The concept of sustainability and looking after the environment is promoted exceptionally well. Children have visited farm shops to learn about locally resourced food and they have donated to local charity shops. They walk wherever possible, instead of using public transport. Waste paper is recycled and children bring in empty cardboard boxes, yoghurt cartons and kitchen roll holders to use for model making. Children are fascinated when they plant herbs and watch them grow. They use natural ingredients when they learn simple baking techniques. They drink from the water dispenser, which also promotes self-help skills and independence. Staff encourage children to turn off the lights when they are not in use. There are myriad other steps taken to encourage children to care for the environment in a responsible way.

Children's development in communication, numeracy and literacy and the use of information and communication technology are good. They are inquisitive learners who show a natural desire to explore and examine their environment and resources. Children are engrossed in their play and have great fun at the setting. They use their imagination fully when they play with the giant toadstool and dress up in various costumes. The magnetic whiteboard is constantly in use and this is also used for painting and art work. The use of the metal detector is another children's favourite. They look for hidden metal objects in the sand and they are eager to find the treasure. Finger puppets and empathy dolls are used effectively. They encourage children to talk about the characters in a story and to recall events. They are also used to develop children's ability to understand and be sensitive to other peoples feelings. Children look forward to going to the play gym where they play in the ball pool and climb and slide in a safe environment. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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