

# Bovey Busy Bees Pre-school

Inspection report for early years provision

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**Unique reference number**

106246

**Inspection date**

15/12/2010

**Inspector**

Elaine Douglas

**Setting address**

The Methodist Church Hall, Bovey Tracey, Newton Abbot,  
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**Telephone number**

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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**

Bovey Busy Bees Pre-School is run by a committee of staff members, with representation from the church. It opened in 1991 and operates from several rooms within the Methodist church hall. Children have access to a secure enclosed courtyard garden and use of a nearby park. It is situated in Bovey Tracey, near Newton Abbot. The pre-school is open each weekday, term time only, from 9.15am to 12.15pm on Monday and Wednesday, from 9.15am to 1pm on Tuesday and Friday, and from 12 noon to 3pm on Thursday.

The pre-school is registered on the Early Years Register only. A maximum of 26 children may attend the group at any one time. There are currently 24 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports a number of children who speak English as an additional language. There are four members of staff, of whom two hold a level 4 early years qualification and one holds a level 3. The setting provides funded early education for three and four-year-olds. The group receives support from local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good awareness of the Early Years Foundation Stage, and implement it effectively to meet the welfare and learning requirements of all the children. Good partnerships with parents and others ensures that staff know the children well, and can meet their individual needs. This means, that no child is disadvantaged. Staff deployment and interaction with children is the strength of the setting. Consequently, children are safeguarded and make good progress in their learning and development. Effective systems are used to evaluate the provision and identify priorities for development, ensuring continuous improvement and good outcomes for children.

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

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

- develop resources and opportunities for children to foster a respect for their own cultures and beliefs, and to use their home language in their play and learning
- improve the development records to include parents' initial and ongoing contributions and make assessments personal to each child's achievements
- develop the record of risk assessments to include outings

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

Children are safeguarded through the good implementation of effective policies and procedures. An extensive new policy and safeguarding file includes very good guidance, and contact details for child protection issues. All required documentation to safeguard children is in place and appropriate records maintained. Staff are very well deployed, working directly with the children in all areas, providing good interaction and supervision. Changes to the normal routine are discussed among staff and the leader ensures they are aware of their responsibilities to meet the needs of the children. The play leader has recently attended risk assessment training and is currently in the process of updating all risk assessments. Although good risk assessments are carried out on outings these are currently not recorded. Good systems are in place to ensure all areas of the premises are checked daily, and remain safe and secure.

The premises are set up every day with a wide range of resources, which are regularly rotated, covering all areas of development. Children access a good range of positive images of peoples' differences, including gender and culture dolls, cultural play food and kitchen equipment, small world people, and a range of books. However, these do not cover all the cultures of the children attending the setting, in order for them to feel their culture and first language is valued. Staff provide good support for children who speak English as an additional language. They use visual aids and demonstration, to help children take part in all activities and routines. Staff work closely with parents and the local school to help children's transitions. Good partnerships have been established with the local school and other settings, to ensure continuity of care and learning.

Parents receive good information through the notice board, committee meetings and regular newsletters, to keep them up-to-date with current information. A comments book is regularly completed and contains positive feedback from parents. Parents comment on the staff knowing their children really well and noticing the differences in their child's development. Questionnaires are sent out to parents and used as part of the group's self-evaluation, in order to ensure they are meeting the needs of their users. All staff are involved in evaluating the provision and identifying areas for development. This ensures a shared commitment to ongoing improvements. Priorities for improvement include linking free play to individual plans and reinforcing safety with the children. Staff welcome support and advice from outside agencies, and see an inspection as a positive process for ensuring good outcomes for children. They have addressed all the recommendations made at their previous inspection. There is a strong commitment to attending training and continuing to update their knowledge. All staff attend first aid, safeguarding, food hygiene, and health and safety training. Some training is specific to their roles and responsibilities. For example, the Special Educational Needs Coordinator has attended supporting awareness of peoples cultures and beliefs, supporting dyspraxia, and supporting communication difficulties. This means that staff are clear about their roles and responsibilities, and are able to meet children's individual needs.

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

Children settle very quickly on arrival at the setting and become engrossed in their activities. They are very effectively supported in learning through play, and achieving new skills through trial and error. For example, children persevere with jigsaw puzzles, and complete them through noticing pictures and patterns. Staff move to where the children show interest and help to extend their knowledge. For example, one member of staff uses a book to develop children's awareness of the toy dinosaurs they are playing with. They talk about their teeth and bones, what they eat and how they move. Children learn the names of the dinosaurs and that books can be used for information. Staff encourage children to develop their imaginations. For example, one child suggests they would like to be a rocket so that they can go to the moon. This is extended by talking about what they might find there. Children are encouraged to write their own names on their pictures, and the older and more able children confidently write recognisable letters. Staff routinely encourage the use of numbers and problem solving skills throughout children's activities. For example, staff provide a tape measure so that children can work out if they have bigger or smaller feet than those in the book they are looking at. They name the numeral on the measure and work out the order of size from smallest to biggest. One child draws two pictures, one of which is symmetrical, they then point out the differences. At snack time the children suggest cutting the apple into quarters and then cut it into four pieces.

Children develop a good awareness of a healthy and safe lifestyle. They follow good procedures to help prevent the spread of infection, such as putting their hands over their mouths when coughing. Tissues are available and children independently wipe their nose, putting the tissue in the bin and washing their hands afterwards. Children wash their hands before eating and after using the toilet. They are provided with liquid soap and paper towels, to prevent cross contamination. They have good opportunities for physical exercise in the large hall and the local park. They learn the effect of exercise on their body and the importance of healthy eating. Children are involved in managing their own behaviour and assessing any dangers in the environment, to promote their awareness of safety. They develop a sensitive awareness of others' needs by raising money for charity.

Staff provide good calm role models and make eye contact with children before giving explanations or asking questions. Consequently, children are extremely well-behaved. Children are confident communicators and have good opportunities to make choices, selecting the correct resources to complete a task. They are motivated to learn and remain at activities until they have completed them to their own satisfaction. All children are actively engaged and enjoy learning. For example, all children eagerly take part in performing their nativity play for their parents, and the mother and toddler group. Staff provide just the right amount of support to enable children to be independent learners, while challenging their development. Staff know the children well and keep individual plans which are then linked to the session plans. Written observations are made of their planned

targets and checklists are maintained for other areas of development, such as knowing colours and numbers. However, some of these systems do not provide a personal record of each child's individual development and parents' contributions are not included.

## 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	2
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	2
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	2
The extent to which children develop skills for the future	2

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