

Rosley Preschool: Busy Bees

Inspection report for early years provision

Unique reference number

317585

Inspection date

15/11/2010

Inspector

Jim Bostock

Setting address

Rosley C of E School, Rosley, Wigton, Cumbria, CA7 8AU

Telephone number

07919 422527

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rosley Preschool: Busy Bees is owned and run by a parent committee. It was registered in 2000 and operates from a mobile classroom in the grounds of Rosley Church of England Primary School, which is located between Carlisle and Wigton. The children have access to a secure enclosed outdoor play area, and also use the village hall on a regular basis. A maximum of 20 children aged two to five years may attend the setting at any one time. The setting is open Monday to Friday from 9am to 12 noon, term time only. On Monday, a lunch service is provided from 12 noon to 1pm.

There are currently seven children on roll who are within the Early Years Foundation Stage. Of these, five children are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register.

The setting employs two main members of staff, including the manager, and two supply staff. Both main members of staff hold a Level 3 qualification in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, colourful and very well organised environment that supports their welfare, play and learning. This is a highly inclusive setting, where each child is recognised as unique and staff ensure that their individual needs are met extremely well. There are excellent relationships between staff, parents and carers and other early years professionals. The manager, staff and committee have a very strong commitment to the ongoing development of the quality of the provision. There are good systems for self-evaluation which lead to focused plans for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance planning systems by linking more closely to the early learning goals, the initial information provided by parents about what children already know and can do upon entry to the setting, .

The effectiveness of leadership and management of the early years provision

Systems for ensuring that children are safeguarded are up to date and complete. Staff assess risks daily to ensure children are safe and secure. All required policies, records and procedures, including vetting and suitability checks for staff, are in

place and used effectively to promote children's welfare. Staff protect children from harm as they have a very good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary. Resources, toys and activities are very well organised enabling children to easily access them. This encourages choice and involvement as they develop personal preferences and independence.

Excellent links with parents and carers and other early years professionals ensure that children's individual needs are consistently met. Parents and carers are very happy with their children's progress and enjoyment at the setting and appreciate the high level of care provided by staff. They particularly praise the support for children with special educational needs and/or disabilities. Staff have built extensive links with other early years professionals and ensure an inclusive practice is provided for all. Parents are very involved in their children's learning as staff exchange detailed and regular information about their progress and routines. For example through newsletters, daily discussions, termly progress updates and access to children's development records. The setting supports and promotes inclusive practice superbly by ensuring that all children are warmly welcomed and successfully encouraged to participate in all activities. A particularly effective system of photo and symbol identification of activities and routines helps children with special educational needs and/or disabilities to communicate with other children and adults. An excellent range of activities and resources are provided which promote positive images of difference and diversity. For example, children learn about Diwali by making diya lamps, have a story about fireworks during the festival and talk about how this is similar to bonfire night. This helps them learn about similarities and differences while they develop their knowledge and positive attitudes towards others.

Staff work very well as a team and are fully included in the setting's detailed self-evaluation process. This helps to ensure effective continuous improvement through the care and education they provide. All staff regularly attend training to ensure their knowledge and skills are kept up to date. As a result, the staff team have identified and planned for improvements. For example, new individual files for children are more parent friendly as they have many more annotated photographs rather than written descriptions. All recommendations from the previous inspection have been addressed.

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

The setting is most welcoming. Staff are very responsive, they listen to the children and develop warm and caring relationships with them. This helps children develop a strong sense of belonging. Children behave exceptionally well because they feel part of a positive group. Staff supervise closely, respond quietly and calmly to any upset or inappropriate behaviour and praise children regularly. Children thoroughly enjoy the social experience at meal and snack times and show very good table manners. They are learning about foods that are good for them. Relationships between all children are excellent and they are developing care for each other. For instance, when a child becomes upset another, younger child tries

to comfort them by talking with them and giving them a cuddle. Children readily volunteer to help serve food to others, tidy up and wash plates at snack time. They listen to staff and respect the rules of the setting. For example, children confidently get tissues when they need one, wipe their noses and then put the tissue in the bin. This demonstrates children are developing the necessary personal and social skills to support their future economic well-being.

Staff are skilled at helping children make their own choices in activities, helping them to think about their play and making learning fun and enjoyable. They plan activities to follow children's interests and ideas. Children have daily opportunities to use a wide range of resources outdoors in the enclosed area, on the 'Tarzan' trail and in the school grounds. They are learning about staying safe as staff talk to them about acting responsibly. They enjoy their time outdoors which helps them develop strength and agility.

The manager and staff are committed to the continuing development of the existing good planning and assessment system to ensure all children are assisted and challenged to progress. As a result each of the six areas of learning are very well planned for and extensive attention is given to planning for individual children. Staff know how well each child is progressing and use this to plan effectively for future learning priorities. For examples, they gather valuable information from parents and carers about what children already know and can do when they first start attending. However, staff do not currently link this information closely to the early learning goals to inform the initial planning process. The setting is well resourced, particularly with toys and activities to help children appreciate diversity. These are arranged to stimulate interest and they support good progress in skills of communication, including use of information and communication technology. For example, children have free access to the computer and also have a simple, play computer to help those with no access at home. Children count regularly and develop good speaking and listening skills during the frequent discussions throughout the sessions.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

