

Busy Bees Pre-school

Inspection report for early years provision

Unique reference number	115342
Inspection date	20/01/2011
Inspector	Jane Wakelen

Setting address	Methodist Church Hall, Church Road, Bexleyheath, Kent, DA7 4DD
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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Busy Bee's Pre-school opened in 1965. It operates in the Methodist Church Hall, Church Road, Bexleyheath. The pre-school has use of the main hall and three additional smaller rooms, all of which are located on the ground floor. There is a small paved, fully enclosed play area for outdoor play. It is open each weekday mornings from 9.15 am to 12.15 pm, term time only.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 33 children aged from two years, six months to under five years on roll. The nursery currently supports a number of children with English as an additional language. The setting provides funded early education for three and four-year olds.

There are six members of staff, including the manager.

Five of whom hold appropriate early years qualifications to at least NVQ level 2, and of these four hold an NVQ at level 3 or above, with a final member of staff doing her training towards an NVQ level 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are made to feel welcome and settle quickly within the caring environment. Overall, children make satisfactory progress in their learning in most areas, although systems are not fully implemented to monitor children's progress. Staff have a sound knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage. They use a reasonable range of teaching methods, but a good range of resources to provide activities and experiences to meet children's needs. The setting has a highly positive relationship with most groups of parents and carers encouraging the sharing of information and two-way communication to promote outcomes for children. The setting has carried out a self-evaluation and has identified some areas to improve, although not all staff are fully involved with this process.

What steps need to be taken to improve provision further?

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

- improve systems for observation and assessment to monitor children's learning and development across all areas of the Early Years Foundation Stage
- plan an environment which is rich in signs, symbols, notices, numbers, words

- and rhymes to fully support children's numeracy and literacy skills
- develop systems for all the staff to monitor the effectiveness of the setting, to enable all children to receive challenging activities and experiences that are tailored to their individual needs.

The effectiveness of leadership and management of the early years provision

Children are well protected within the pre-school because arrangements for safeguarding are robust and regularly reviewed. An effective written policy is implemented by all the staff who have had training and understand the process to follow, if they have any concerns with children in their care. Staff all have appropriate checks carried out to ensure their suitability and this is supported by regular supervision from the manager. Regular risk assessments are carried out for all areas of the setting and any hazards recorded and addressed, thus ensuring children play in a safe, secure environment. Two staff hold a current first aid certificate and the necessary documentation is available in the event of an accident.

Resources are chosen by the staff on a daily basis, taking into account children's particular likes and interests and utilizing all the available space well. Children are able to make choices from the resources selected by the staff to cover the six areas of learning. The resources are in a good condition and suitable for the ages of the children attending. There is a good range of resources to reflect positive images of diversity, including small world toys and jigsaws. Therefore, children's understanding about people from other cultures and disabilities is supported. Children have good opportunities to learn about different cultural celebrations, through thematic activities including tasting different foods and art and craft. All children are treated with respect and their individual needs are met because staff obtain all relevant details, including their language spoken at home and religion.

Partnerships with parents and outside agencies are well-established and enable children to achieve and promote their well-being. Communication between providers and partners takes place on a regular basis, with any individual educational plans being planned and reviewed to address any concerns. Parents are made aware of their child's key person and have opportunities throughout the year to have a formal time to look at the development records and observations. This communication is continued throughout the terms, through verbal discussion and regular newsletters. Questionnaires are issued to parents during the summer term to obtain their feedback on the service being offered by the setting. This enables the setting to make any necessary changes to meet parents' requests where possible, to promote good outcomes for children.

The manager has carried out a self-evaluation of the setting, with support from some members of staff. They have reviewed most areas within the pre-school and set in place an action plan with areas they wish to develop. However, not all staff have contributed to this process and some areas of weaknesses have not been identified, thus resulting in the self-evaluation not being fully effective. The setting has addressed all the recommendations from the previous report, with planning for

children continuing as an area to further develop.

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

Children arrive at pre-school confidently and wave good-bye to their parents. They happily greet their friends and find their names to self-register. Children have opportunities to work in large and small groups to share their news, talk about the date, weather, listen to stories and sing songs. They are able to develop some independent skills such as taking themselves to the toilet and making choices around the room of the different activities. They use the sand to dig, filling pots of various sizes learning about full and empty. Children show good concentration sticking with the various collage materials and painting pictures on the easels. However, staff often miss opportunities to fully extend children's learning through asking open-ended questions and encouraging children to talk about their creations, or record their own name.

Opportunities to use large physical equipment is offered on a daily basis, with children showing good spatial awareness driving the tricycles around, sometimes with passengers on the back or using the sit and ride cars. They climb on the climbing frame and develop their hand and eye co-ordination using bean bags and balls. Children enjoy listening to stories in small and large groups, although some staff do not fully develop this opportunity to extend children's literacy skills and recognition of letters and sounds. There are very few labels or words around the room to encourage children to become familiar with words in their everyday environment, or to develop an understanding that print carries meaning. Mark making is offered, but this is not extended to other areas within the setting.

Children count how many girls and boys are present in the setting and learn to differentiate the numbers to see whether there are more girls or boys. They look at the numbers in the date and begin to recognize some two dimensional shapes, for example, using jigsaws, and magnetic shapes. Children are encouraged to recognize colours in all activities and to follow the sequencing patterns on the cards for the beads, beginning to group colours and shapes together. However, opportunities to see number lines and begin to recognize numbers in their environment are limited. Children are able to use a good range of resources for construction, including using recyclable materials to stick, join and build. They learn about different cultural celebrations through a range of art and craft activities, dressing-up and food tasting. There are limited opportunities for children to fully develop their skills for communication technology as resources are not always made available. Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. They make some choices in their learning and are developing co-operation skills with their peers when sharing the toys and resources to support the development of their skills for the future.

Children are supported in their understanding of living a healthy lifestyle because of the daily opportunities to use a good range of large play equipment to develop

their physical skills. Children have some opportunities to play outside although, due to restrictions with the premises the outside play area is very small. This is an area the setting are trying to develop to provide more opportunities for children. Fresh fruit is offered at snack time, enabling children to make healthy choices and to talk about what fruits they like and why they are good for them. They learn the importance of good personal hygiene routines, such as washing their hands before eating and after using the toilet to prevent 'poorly tummies from germs'. Children are beginning to gain an understanding about keeping themselves safe. They learn about passing scissors safely to their friends and about sitting on the chair when cutting. Children remind each other about being careful with the door of the home corner or to avoid their toys when using the tricycles. The environment is safe and secure, enabling children to gain confidence and move around the setting easily and independently.

Children behave well within the setting and understand the rules and what is expected of them by the staff. The majority of children help to pack away the toys at tidy up time and show pride when given praise by the staff for their efforts or creations. Children are developing their concentration and learn about taking turns with the toys and resources, with gentle reminders from the staff. They play alongside their peers, reflecting the inclusivity of the setting and the accepting of each others differences.

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	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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	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	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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