

# Busy Beavers Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	203476
<b>Inspection date</b>	11/01/2011
<b>Inspector</b>	Sarah Williams

<b>Setting address</b>	Marks Farm Community Centre, Dunstable Drive, Braintree, Essex, CM7 3LT
<b>Telephone number</b>	07986919707
<b>Email</b>	
<b>Type of setting</b>	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 Beavers Pre School registered in 2000 and is privately owned. It is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting operates from rooms in a community centre on the outskirts of Braintree, Essex. A maximum of 24 children may attend the pre-school at any one time.

The group is open each weekday from 9.15am until 12.45pm on Mondays, 9.15am until 12.15pm on Tuesdays and 9.15am until 12.15pm and 1.00pm until 4.00pm on Wednesdays, Thursdays and Fridays during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 41 children on roll within the early years age range.

The nursery employs six members of staff. All of the staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this safe and secure environment within which their individual needs are met and their uniqueness recognised and celebrated. They enjoy a range of stimulating activities which challenge and support their all round development. The partnership with parents is generally effective although currently parents do not routinely have the opportunity to contribute to children's development profiles. The setting is in the process of completing a self-evaluation to assess achievements and to target areas for improvement. The outside area is undergoing further development in line with children's need for free flow activity indoors and outside.

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

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

- provide more formal opportunities for parents to contribute to children's development profiles to enable them to be fully involved in their child's learning and development
- continue to develop the outside area to enable children to explore all areas of learning as free-flow play
- review and update the self-evaluation ensuring that parents' views are considered and reflected in future plans.

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

Leadership and management are well established at the setting. Aspirations for improvement are evident in the commitment to attend training and introduce new ideas. Realistic and achievable aims are shared by all staff. All children's individual needs are met well, through strong and working partnerships with parents and other agencies involved in the care of the children.

Clear policies and procedures are in place to underpin the setting's practices with regard to safeguarding. Child protection training is maintained, and there is an induction programme in place for any new staff. No member of staff or volunteer helper is left unsupervised with children until all checks have been completed. The emphasis on keeping children safe and secure is also evidenced through the thorough risk assessments in place which ensure that the building and resources are maintained to a high standard, keeping children safe and secure.

Well-established and effective systems are in place with regard to partnership working. This ensures every child receives a high level of individual support throughout their attendance, for example, from various outside professionals such as a health visitor or speech therapist, and in partnership with two primary schools in the immediate area.

Resources, including the dedicated staff team, are well utilised to ensure a well-paced session for the children. The recruitment and appraisal system is thorough and effective in addressing the individual's professional development needs and assessing ongoing suitability of staff. Staff demonstrate high levels of enthusiasm and a commitment to teamwork. The manager and senior staff have high expectations and an outward looking approach resulting in positive outcomes for children, ensuring they are supported throughout their attendance. The environment is stimulating, child-friendly and inviting: displays are mainly of children's work, both individual and group projects, adding to the setting's colourful ambience. Children have use of a safe and secure outdoor learning area that they are able to access for free-flow play when ever weather permits: parts of this area are undergoing a process of development to bring greater opportunities for children to explore and learn across all areas.

The setting promotes equality and diversity, and effectively ensures all children integrate well. Systems are in place to support children with additional needs, or families for whom English is a second language, ensuring their inclusion and full participation. The staff are able to successfully identify and close gaps in learning by focussing the planning to meet specific needs: this feeds into the comprehensive assessment and recordkeeping based on meaningful and detailed observations.

Planning is shared by all staff and some activities are initiated by the key persons following children's interests and ideas. Regular staff meetings allow for children's interests and needs to be catered for: the staff value the children's participation and respect their contributions. Activities are designed to be fun and challenging,

adding to the core curriculum which offers continuous provision, and is balanced to encompass all areas of learning. Consequently, the outcomes for children are positive and an overall harmonious atmosphere prevails.

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

Children benefit from, and respond with enthusiasm to, the learning opportunities, activities and resources available to them. They engage with the equipment and resources showing good concentration and perseverance, for example, using vehicles and figures to create imaginative scenarios as they freely play. They enjoy competently cutting and sticking to make an animal collage, discussing their choices and asking for help when needed. Children show pride and ownership of their work, paintings and other work can be taken home or may be put on display. Children are curious and enjoy a music and movement session with instruments in the large hall, developing an appreciation of rhythm and pitch, and gleefully matching movements to sounds.

Children develop habits which promote a healthy lifestyle. They enjoy a mid-session snack of fresh fruit and a biscuit which they take turns to hand round the tables. Drinking water is available at all times so that children can help themselves to remain hydrated. Outdoor play is encouraged when weather permits and children can be provided with appropriate protective clothing if required.

Simple pictorial prompts in the bathroom area remind children of hand washing routines. Children show that they can independently take care of their personal needs, taking a tissue and disposing of it as they need to. Staff are vigilant and responsive, always on hand to assist as required, they position themselves well throughout the different areas of the setting so as to be supportive yet unobtrusive, allowing children to work and play.

A well-stocked book area is available for children who wish to relax and choose a story which they may ask a staff member to share with them. The role-play area provides opportunities to take on different characters with costumes and props such as dolls and buggies.

Circle time rounds off the sessions and is a valuable time for developing the skills of both speaking and listening. Children participate actively by joining in with known songs and actions. Children know that their efforts and achievements are valued, thus building self-esteem.

The activities provided are based on the requirements of the Early Years Foundation Stage, helping children to achieve the early learning goals and ensuring all areas are covered. Observations and photographs build into a comprehensive overview of every child's progress, achievements and identify the next steps in learning. These are carefully monitored for consistency and whilst parents have opportunities to view and discuss and their child's records they have not thus far been able to contribute or have their comments recorded on these. Children are consistently busy and engaged in their work and play, having plenty

of free choice and time to complete activities and investigations that interest them.

Children make good progress in relation to their starting points and capabilities, working at their own pace. Children with additional needs or who have English as a second language are very well catered for with individual plans which are regularly reviewed. Attention and respect for each child's uniqueness ensures all children have a strong sense of belonging and feel safe within the setting. Children benefit from this friendly, welcoming child-focussed environment, which allows them to develop in all the six areas of learning, supporting and building their skills for the future. All staff have sound knowledge of the Early Years Foundation Stage and their enthusiasm and dedication motivates children to learn effectively and supports their all round development in a warm and caring environment.

## 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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## **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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