Busy Bodies Pre School

Inspection report for early years provision

Unique reference number	EY242934
Inspection date	03/02/2011
Inspector	Heather Tanswell
Setting address	Gwinear Village Hall, Gwinear, Hayle, Cornwall, TR27 5LA
Telephone number	07763420521
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 2011

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.

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

Busy Bodies Pre-School is a committee run group. It opened in 1986 and operates from a large hall, with use of toilet and kitchen facilities, in Gwinear village hall near Hayle in Cornwall. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.15am until 11.45am during term times only. On Thursdays, the pre-school hosts a community toddler and carer group for part of the session. A garden area is used for outdoor play activities. The premises are accessible.

A maximum of 20 children in the early years age range may attend the pre-school at any one time. There are currently 17 children attending who are within the early years age range. They live locally and some also attend local childminders, day nurseries, and the early years unit of the local primary school.
The pre-school is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The pre-school is in receipt of funding for the provision of free early education to children aged three and four.

The pre-school supports children with special educational needs and/or disabilities. There are five members of staff. Four have early years qualifications to NVQ Level 2 or 3. One member of staff is currently working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress overall, are happy and settled in this friendly pre-school that serves its rural community well through fund raising events and by hosting the parent and carer toddler group. Staff promote children's welfare ensuring they feel safe and secure, however, not all the required safety procedures are in place. Partnerships with parents and most other professionals who share care and learning responsibility benefit children. Planning and evaluation systems are not yet rigorous enough to enable senior staff and the parents committee to identify all areas of weakness and drive consistent improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- set in place procedures to keep children safe by carrying out a full risk assessment for each type of outing, which includes an assessment of required — 22/02/2011

adult:child ratios (Safeguarding and promoting children's welfare)

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

- make more effective use of observations of each child's achievements and ensure these are updated consistently in order for each child's learning journey to take a personal path based on their own interests and experiences; that targets set provide sufficient challenge across the areas of learning, and ensure these are regularly shared with parents to enable learning to be continued at home
- develop systems of communication between all types of settings who share care and learning responsibility for children so their is continuity in learning
- review how the learning environment is resourced to ensure the toys and equipment readily available each day interest children and provide sufficient challenge to help children make good progress in all areas of learning
- promote equality of opportunity by providing positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion

The effectiveness of leadership and management of the early years provision

All the required policies and most procedures are in place and updated to ensure they meet current requirements. Suitability checks on all adults who have contact with children and detailed risk assessments carried out on the premises keep children safeguarded from harm. However, the setting has not carried out full risk assessments to make sure children stay safe on outings, which is a legal requirement. The outdoor play area is accessible for most of each session, and children are keen to play outside which promotes their good health and sense of well-being. Staff arrive early and set up all toys, furniture and equipment every day as it cannot be left out. This also means that sometimes the resources made readily available provide insufficient challenge for the older and more able.

Parents are involved in the setting as they sit on the committee and can attend the parent and carer toddler group held at the setting. They particularly value the fun fundraising events such as a toddler walk, cycle rides, visits to the local school for special events, and the annual teddy bears picnic to a local garden. As a result, staff establish some good working relationships and help children settle into pre-school confidently. Systems to record valuable information, for example, 'Chat wheels' and 'learning journals' are in place but not systematically completed or kept up to date. As a result parents are not always part of the ongoing observation and assessments and planning sometimes lacks challenge for older and more able children. Established partnerships with the village school ease most children's transition into school. The pre-school has not yet made meaningful links with other providers who share responsibility to ensure continuity of care and learning for all children.

Self-evaluation through monitoring and reflection on daily practice is not rigorous in recognising and acting promptly on all the identified weaknesses. As a result, recommendations from the last inspection relating to promoting diversity and equipping the outdoor play area have not been fully addressed. Managers and the committee work well together and plans for the future show drive to secure improvement, for example, by establishing an outdoor wildlife area with raised beds so children can learn more about life cycles.

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

Children settle in and are happy in this community pre-school. They make sound progress, behave generally well, learn to share and take turns, form friendships and become independent. For example, they take turns and serve themselves at snack time by pouring their own drinks and choose what to do from the toys and equipment made available. Parents contribute a variety of fruit; snacks include only healthy options. Daily access to the outdoor area promotes children's good health and sense of well-being as they can move about freely in the fresh air. Adult led song and role-play activities such as pretending to be jumping beans and jelly beans help children learn to move about with confidence, imagination and in safety. Children know how to keep themselves safe, for example, a child on finding broken pieces of a toy promptly brings them to the attention of an adult who removes them immediately out of reach.

Children share experiences about events at home and in the setting with some confidence in the company of trusted adults. They talk about special occasions and favourite characters in books, using words and signs to communicate their needs and thanks. Children self-register which helps them recognise the meaning of words and symbols. The computer is a favourite resource with some children who use it effectively to develop their understanding of how technology works as well as develop other skills especially in early mathematical understanding of matching, counting and sorting. Other areas in the setting are not as well presented to extend learning for the more able children. For example, a matching bear activity table equipped with a balance scale has no number symbols, paper or writing materials for children to record or represent their findings. Paint and dough so that children can work with colour, texture, shape and respond to what they see, hear, touch and smell, and to communicate their ideas is also not readily available for children to explore daily.

Children begin to apply knowledge of number and solve simple mathematical problems as they count up to five and back again during snack and rhyming activities. Children's curiosity and interest in finding out about objects, materials and living things, where they live and each others lives is promoted through outings to the local school, by taking part in village events, growing food in summer months, and using magnifying glasses to explore the outdoor environment. Children take part in celebrations, handle resources and see images that reflect their own culture. Planning to promote children's understanding of the

needs and customs of others is not embedded in the planning cycle, so that children can develop a meaningful understanding of the wider world and people's similarities and 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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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

Annex B: the Childcare Register

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