

Busy Bees (Mill Hill) Limited

Inspection report for early years provision

Unique reference number

EY349278

Inspection date

25/01/2011

Inspector

Helen Steven

Setting address

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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).

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.

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 Bees (Mill Hill) Limited is a privately owned out of school care provision. It opened in March 2007 and operates from the school hall within Dollis Infant School. The school is situated in Mill Hill which is located within the London Borough of Barnet. All children have access to a secure enclosed outdoor play area.

The setting is registered to care for a maximum of 40 children aged four to eight years at any one time. They are registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll in the early years age range. A number of older children also attend.

The out of school club is open each weekday from 3.15pm until 6pm during term time and from 8am until 6pm during the school holidays. Children attend from Dollis Infant School and are collected from Frith Manor Primary School. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The out of school club employs six members of staff plus a manager. Of these, three hold appropriate qualifications and one is working towards a qualification. Additional staff are available to cover the ratios in the holidays and if staff are absent. The setting has undertaken a 'Quality in Play' scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the out of school club; they thrive in a safe and welcoming environment and are purposefully engaged in play from the moment they enter the club. The management and staff team are friendly and enthusiastic; they review and reflect on their practice to continually improve the quality of the provision. The staff team have effective relationships with parents, other providers of the Early Years Foundation Stage and with other agencies so that all children can receive the care and learning opportunities they require to make good progress. Most required documentation is in place.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment. (Safeguarding and promoting children's welfare)
- 25/02/2011

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

- strengthen planning by linking activities to the areas of learning and identify the learning opportunities of each activity.

The effectiveness of leadership and management of the early years provision

Staff knowledge and understanding of safeguarding procedures and action to take to protect children in their care, promotes children's welfare and safety. Robust recruitment procedures are in place and appropriate checks are carried out on all staff. Risk assessments are in place for the building and for outings to reduce hazards for children. There are detailed policies and procedures in place which are shared with parents; this now includes a complaints procedure. The provider has addressed the recommendations set at the last inspection effectively in order to benefit the children. For example, the procedure at snack times has been reviewed. The staff now organise a fantastic snack bar where children can choose an array of healthy foods, this arrangement is appreciated by parents. Documentation is available on site for inspection and, overall, is well maintained. However, the new recording system for children's details does not include the required request for parental consent to seek emergency medical treatment. As a result some children's records do not include this required consent, which is a breach of a specific legal requirement and has the potential to compromise children's health in the event of serious injury or illness.

Children and parent questionnaires are used to receive ongoing feedback. The team have undertaken a detailed self-evaluation as well as taking part in a quality assurance scheme to reflect and improve on practice. This demonstrates their commitment to making ongoing improvements. The environment is well organised to provide activities across all areas of learning. Resources are set out to enable children to self select from a good range, these are rotated and children are aware that they can have access to other items stored in the cupboard. Activities help children learn about sustainability through recycling. Children benefit from both male and female staff supervising and partaking in all activities. They help children challenge gender stereotypes as female staff organise physical games and male staff are responsible for dressmaking activities.

The partnership with parents is positive. Verbal communication takes place each day and information is displayed for parents. Their views are sought by the provider and show that parents are very happy with the setting. Parents give very positive feedback and report that the friendly staff team, the variety of activities and the healthy snacks are core strengths. Staff have strong links with the host school and are forging links with others. The provider works in partnership with other agencies as and when required to ensure children's individual needs are met.

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

Children are confident and have a strong sense of belonging; they scan the activities on arrival and immediately engage in play. Children have formed friendship groups and overall behave well. They are assisted by staff to ensure that disagreements are managed fairly. Children are learning to take responsibility for putting their things away and cleaning up after themselves. Information from parents and staff's observations help to establish children's needs and interests. Staff make sure that what they provide complements the education and care the child receives in other settings. They consider how to adapt activities to meet the individual needs of children. Written plans in place do not currently indicate the areas of learning covered or identify learning objectives. This means that staff may not always be clear of the intended benefits of the activities planned and they are not able to monitor that all aspects of children's learning receive sufficient attention.

Children learn about different cultures and religions as well as their own, for example, by cooking a variety of foods and celebrating major festivals. Children play tabletop games that encourage them to problem solve in order to win against their friends as well as staff members. Children have the opportunity to relax and look at a range of books and they access pencils and paper, making notes and drawing pictures. Children's creativity is enhanced as they have access to a large selection of materials and dressmaking tools. They drape, wrap and sew materials into outfits in preparation for a fashion and talent show in the future. They carefully create beautiful coloured and layered salt jars. Children have many opportunities to develop their fine motor skills by using tools such as pencils, scissors and knives for chopping vegetables. They enjoy daily physical activities which contribute to their good health, for example, they skilfully play football and hockey.

Children develop a good understanding of healthy lifestyles, for example, they self-select their snack from a wide range of healthy fillings which are attractively displayed on the snack bar. This system develops children's independence and encourages their imagination and creativity. Some children choose tuna and cucumber and others make a cheese, sweetcorn, cucumber and raisin sandwich. They sit with staff and friends and are afforded time to eat their snack in a relaxed social atmosphere. The snack bar remains open during the session enabling children to eat when they are hungry, thus meeting their individual needs. Children learn how to keep themselves safe by undertaking regular fire drills. They are asked to risk assess activities such as peeling and chopping vegetables. Children think about the consequences and how to prevent accidents. They write or draw their findings, sometimes very graphically and as a result learn how to stay safe.

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	2
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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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