

# Bees Knees Boldre Pre-School

Inspection report for early years provision

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<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*.

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## **Description of the setting**

Bees Knees Boldre Pre-school opened in 1992. The pre-school is a community group, managed by a voluntary committee of parents. It operates from the main room in the Boldre memorial hall in the rural village of Pilley near Lymington. All children share access to a secure, enclosed, outdoor play area. The pre-school is open each week-day, term time, from 9:15am to 12:15pm, with some children staying until 1:15pm for a lunch club.

The setting is registered on the Early Years Register for 26 children from two years to under five years. It is the pre-school's policy to take children from two years six months of age. There are currently 27 children on roll. Three and four-year-old children are in receipt of funding for early education. The pre-school is able to support children with special educational needs and/or disabilities and also children who speak English as an additional language. There are six members of staff employed to work with the children. All six hold appropriate early years qualifications to level two and above.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are warmly welcomed by the caring and understanding staff at this safe and spacious pre-school; overall, staff meet their individual needs successfully. The adults tune in effectively to children's learning styles and capabilities and implement systems to ensure that most children make good progress towards the early learning goals. The key person system works extremely well; strong links are forged with parents with a good emphasis on communication. Evaluation and continuous improvement is an integral part of the staff practice, which ensures outcomes for children are positive.

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

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

- link children's objectives in 'skills for the future' more closely to the aims of the adult-led activities
- enhance the learning environment with emphasis on providing rich mathematical and knowledge and understanding of the world areas.

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

The strong leadership of the setting ensures that there is good emphasis on safeguarding children. Staff demonstrate clear commitment in ensuring that the

setting's good policies and procedures are put into practice. All practitioners and committee members hold a Criminal Records Bureau check. Staff have undertaken child protection training and have a very good understanding of their role and responsibility with regards to reporting any concerns, and what happens next. Notices asking parents and visitors to switch off their phones and to not use cameras have been put up to ensure children are fully protected. Robust recruitment and vetting procedures ensure that all adults who work with children are qualified in early years and are suitable to care for children. The setting undertakes good risk assessments on their outings and unusual activities such as a visit from zoo lab and a forest walk. Daily checks and amendments to security procedures ensure that children are safe and well cared for.

The staff at the setting are developing an enabling learning environment for children, in line with the Early Years Foundation Stage good practice. Some learning areas are set out and are defined by colourful dividers, with overall a generally good choice of play activities for the children to select. However, not all areas are rich and stimulating to evoke rapid progress towards the early learning goals. For example, the mathematical area and knowledge and understanding of the world lack inspiration. Staff deploy themselves well to support children's learning effectively and suitable use is made of the outside area in bad weather. Staff regularly evaluate their practice and have completed an accurate on-line Ofsted self-evaluation form. The supervisors and staff are self-aware and are continually adapting and improving practice. They attend many workshops to improve their skills and knowledge and bring back new ideas to the setting. For example, 'maths outdoors' and 'make it happen'. Development plans are drawn up and implemented to ensure the setting moves forward in its practices.

Parents talk very positively of the good relationship they have with the pre-school and their child's key person. They particularly like the flexible, individual settling-in plans which are dependent on the specific needs of their child. An 'open door' policy and parents rota means parents are always welcome; there are clear and accessible channels of communication. Parents and children have good opportunities to share their views of the setting through questionnaires. Children's records of development are regularly shared with parents but parents are not consistently told of precise objectives and ways they can support their children's learning across different areas. The stable staff team have a good understanding about how best to promote equality and diversity. They look at the specific needs of girls and boys, update their knowledge by reading books and adapt resources and plans to effectively meet their needs. Adults use various systems to support children learning English as an additional language and liaise effectively with other settings to meet the needs of those identified with special educational needs. Individual educational plans are devised and implemented to support the children with additional needs, after a visit to the primary early years setting.

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

Children arrive at the setting, keen and eager to participate in the morning's activities. They are well motivated and go about their self-chosen play with confidence and contentment. They are able to spend a long time at their child-initiated activities; they demonstrate they are able to work harmoniously together. This is particularly evident in the hairdresser shop. Here they take turns in conversations with one another, write emergently, taking down details in the diary and pretend to do one another's hair. They use the phone recognising numerals as they make a role play call. Children confidently count how many children are in the shop and can problem solve when one leaves the shop for another activity. New children are given extra, very good support from their key person to ensure they are happily engaged in play and learning. They build a strong bond with their key person who looks out for their specific child's emotional well being. Overall, staff have a good understanding of the Early Years Foundation Stage and of the six areas of learning. They spend time observing the children's achievements and accurately record what they are able to do. The key workers use the information gleaned from the observations to plan a well-balanced curriculum, which reflects the children's individual needs. However, the recent new system of recording an overview of children's progress and which identifies skills to be developed have not been effectively included in the adult-led activities. This means that some groups of children, particularly the more able children are not consistently being challenged to ensure rapid progress to the early learning goals.

Staff talk purposefully to the children, opening up their options as they play, with good questioning techniques. They explore and investigate new activities and experiences together. For example, during the adult-led activity of making crepe streamers for music time children use scissors, discuss the length of the strips with the adult, explore the glue, independently use masking tape and the stapler to put it all together. Later in the morning they excitedly move their bodies in a variety of ways to music using the home-made streamers and other ribbon streamers. They test out their streamers outside running in the wind. Some are given windmills to use and experiment with. Children's nutritional needs are met well. They enjoy snack time, pouring water or milk to drink from small jugs and use spoons to select chopped fruit. Staff gently remind children about the consequences of running in the large indoor play space and how to use scissors safely. Role play such as emergency services, the kitchen, road safety and the building site provide opportunities for staff to talk about safety considerations in the outside world such as using oven gloves in the kitchen, wearing goggles while using tools, taking care crossing the road. Children behave well and know the boundaries of behaviour. Staff give them praise and encouragement which promotes their good behaviour. Children's home backgrounds are included well by staff who make all children who attend feel valued. For example, some the children come from 'commoning' families unique to the New Forest and their interest in keeping and looking after livestock on the Forest is fostered and shared.

## 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	3
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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