

Busy as Bees

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Busy as Bees is a privately owned setting and registered in 2006. It operates from a church hall in Brockley, in the London Borough of Lewisham. There is an enclosed area for outdoor play.

The setting is registered on the Early Years Register to care for 44 children aged from two years to the end of early years age range. There are currently 51 children on roll. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is open from 8.45am to 12.45pm from Monday to Friday during term times. Children attend for a variety of flexible sessions within the opening hours.

There are seven members of staff including the manager. Of these, five have relevant childcare qualifications. The setting receives support from the local authority through an Early Years Advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Partnerships with parents are exemplary and contribute significantly to children's good progress within the setting, given their age, ability and starting points. The manager and staff team regularly monitor and evaluate the provision and identify areas for further development. This ensures that the setting is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- review the layout and use of resources in the small hall on days when this is the only area available for all children
- strengthen systems for the two-way exchange of information where children on roll also attend other settings that deliver the Early Years Foundation Stage, such as childminders

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded. Robust recruitment and vetting procedures ensure that children are cared for by suitable staff who are well qualified. All of the required documentation that supports the smooth day to day

running of the setting and promotes children's health, safety and wellbeing is in place and is well organised and comprehensive. Staff work well together as a team, sharing tasks and responsibilities such as snack preparation, creative activities or supervision of the outdoor play space, effectively throughout the session. Staff organised space and resources to create a welcoming environment and children can easily access a wide variety of activities and play materials that support their development and learning. The majority of the time children have ample play space. On one day a week, however, when the setting operates from the small hall only, the layout and use of resources does not always easily allow for free movement around the room and well spread out activities.

Staff ensure they have a thorough understanding of each child's background and needs. They use effective strategies to ensure all children settle quickly and achieve well, so that equality and diversity is effectively promoted. For instance, they have a well thought out settling in period, where parents spend as much time as they need to with their child at the setting before they officially start. The setting values partnerships with parents very highly, and their views and contributes are strongly welcomed by staff. Parents are fully involved in the assessment and review of their child's progress and are kept extremely well informed about their child's achievements and wellbeing through daily discussion, excellent access to their child's file and frequent consultations, including an innovative 'breakfast club' for parents and carers. The setting also works effectively in partnership with external agencies as appropriate. However, they have not yet fully established systems for sharing information with some other providers where children on roll attend more than one early years setting, such as childminders.

Clear systems for the monitoring and evaluation of the setting are in place ensure that most areas for improvement are quickly identified and acted upon. Actions taken are well targeted to improve outcomes for children. For instance, improvements to the outdoor environment, which mean that children benefit from a wide variety of play experiences in this area, and the re-grouping of children so that most days they benefit from smaller group sessions according to their age and needs.

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

Children show a very strong sense of belonging and security at the preschool. They are confident, settle very well and develop excellent relationships with staff and each other. Children quickly become familiar with the daily routines and expectations of the setting. They take responsibility when they help to tidy up or clean the table for snack time, and look after their own belongings. Children learn to keep themselves safe when they how to use tools and equipment carefully, or when they take part in regular fire drills. They adopt simple good hygiene routines when they wash their hands before their snack, and they make healthy choices at snack time, enjoying slices of pear, banana and a handful of raisins as well as a drink. Children play outside every day in all weathers as part of a healthy lifestyle, practising their physical skills and learning new ones as they ride a bike, throw and

catch a ball, or have a turn on the climbing frame.

Children benefit from a balanced routine with good opportunities for uninterrupted free play. They are interested and motivated to learn and work extremely well both on their own and in cooperation with their friends. Children take part in a wide variety of activities and experiences that support their development across all areas of learning. Staff know children well and make regular observations that are effectively used for individualized activity planning that builds on their achievements. This ensures children make good progress towards the early learning goals.

Children are confident and sociable and are keen to start conversations and express their ideas. They develop skills for the future when they write their name or make marks on their work, look at books or talk about the sounds that letters make. They solve simple problems through every day activities, such as working out how many cups and bowls their table needs at snack time, or weighing ingredients to make cakes. Children find out about the world around them when they grow fruit and vegetables such as strawberries, tomatoes and mint in the garden and then share them at snack time. They confidently design and make models using recycled materials, wrapping their 'present' with paper and sticking the edges with tape. Staff make the most of diversity to help children understand the world they live in, for instance children bring in recipes for things to cook from their home culture, or learn about Chinese calligraphy. Children use their imaginations when they dress up in the home corner, paint and draw in the creative area, or make a colourful goat from the play dough. They are well occupied and stimulated at the setting. They thoroughly enjoy their day.

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	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	1

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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