

Busy Bee's Kindergarten

Inspection report for early years provision

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Inspector

Becky Johnson

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Busy Bee's Kindergarten opened in 2002. It operates from three rooms in a church hall in Stourbridge. There are local shops and a park within walking distance. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register to care for a maximum of 30 children, aged from two to five years at any one time. There are currently 35 children on roll who attend for a variety of sessions. The setting is open five days a week during school term times from 9.15am until 12.15pm. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting employs seven members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification. One further adult works as a volunteer.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is a vibrant, exciting place for children and their enjoyment is evident as sounds of wonderfully happy children reverberate throughout the building. Children make excellent progress in their learning and development as they experience a wide range of exciting and stimulating activities. Inclusion is a real strength within the setting and all children are very well cared for, valued and made to feel special. The setting is pro-active in fostering very good partnerships with parents and outside agencies, to ensure that children are fully supported and their individual needs met. There is a clear vision for the future and systems are in place to continually evaluate the setting to ensure that continuous improvement is sustained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing and extending further the resources to enhance children's communication experiences in all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are very well protected within the setting. Staff are extremely diligent in child protection matters and fully understand their roles and responsibilities in protecting the children in their care. Volunteers, students and visitors are provided with a safeguarding leaflet, which clearly sets out what they should do if they have any concerns regarding a child whilst they are in the setting. Robust recruitment and vetting procedures are stringently implemented and further ensure children's safety. The premises are warm and inviting and provide children with a stimulating and colourful environment in which to learn. Photographs of children taking part in activities and displays that they have made are exhibited throughout the setting and give children a sense of belonging. Children are safe in the setting and are able to move freely between areas. In-depth risk assessments cover all areas and outings that children participate in. Vigilant staff clearly explain to children how to play safely, whilst supporting them to take controlled risks. In-depth documentation, policies and procedures enhances the excellent practice and ensures the safe and efficient management of the provision.

Staff show obvious enjoyment of being with the children and their passion and enthusiasm is evident in everything they do. They are well qualified and further their knowledge and expertise by attending regular training. The provider and staff are completely committed to continuous improvement and the capacity for this is excellent. They meet together every week and work closely together to find and implement systems to develop the provision and provide the best possible outcomes for the children who attend.

Staff work very well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their expertise is valued. They are invited to participate in activities such as pancake races and coffee mornings and this invitation is extended to grandparents. They are informed of planned activities and events through regular newsletters and notice boards, which display a range of additional information. Parents speak highly of the setting and praise staff stating that they are 'very welcoming' and 'totally focused'. They say that they feel totally involved in the group and are especially pleased with the communication they receive and the activities children participate in, which they wouldn't do at home. New parents say that they find the 'Getting to know your area' information folder which provides information on the local area, ideas of places to visit and website links especially useful. Following a nomination the setting has received the accolade of Beacon radios 'Bostin award' for best nursery in the Black Country. Close working relationships with other settings and professionals have been developed in order to maintain a consistent approach in meeting children's needs. Staff have forged good relationships with local schools. Staff from the schools visit children in the setting and the uniforms that children will wear when they go to school are in the dressing up box. This helps to ensure that the transition from Pre-school to school is a positive experience for the children.

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

Children thoroughly enjoy the time they spend in the setting and fun and laughter are an integral part of the day. They rush excitedly to participate in activities and are always busy and industrious. They especially enjoy the outside area which is based on the Forest School approach and use real utensils and natural materials to enhance their play. They chat happily together as they build a barbeque with logs and pretend to cook sausages and pizzas in the saucepan, mindful of safety as children dress as fire-fighters with a bucket of water 'at the ready'. Children eagerly dig in the soil and talk about the centipede they recently found and how they covered him back up with the leaves because he likes the dark. Children thoroughly enjoy looking at books. They lie on the floor, head cupped in hands as they listen intently to a story told with intonation and wonderful expression. Children experience written words in most areas of the setting. However, the provider has identified that this could be further developed to provide children with communication experiences in all activities and areas of learning. Children develop early mathematical skills as they count throughout the day and take part in activities such as water and cereal play, where they measure and pour. They are able to name different shapes and can point out shapes in familiar objects around the room, for example, the clock is a circle and the end of the box a triangle. They know that a rectangle has two long sides and two short sides and if they squash it down it becomes a square. Additional activities are available for children to take part in. Much excitement is had with the football coach who teaches children basic football skills as well as encouraging them to move in different ways, such as 'jumping beans' and lions. Some children learn French and can eloquently name colours, sing songs and say their names.

Children make excellent progress in all areas of learning with the support of dedicated and experienced staff, who fully understand every child's individual need and interest. Planning develops from children's choices and ideas. For example, after playing with jelly cubes in the malleable area children wanted to know how they become jelly. As a result, staff provided an activity to show children how jelly melts and sets and then ate it at snack time. Observation and assessment is ongoing and identifies the next steps in children's learning. This is then linked back to the planning to ensure that every child makes progress in line with their starting points and capabilities.

Children feel a sense of belonging and work harmoniously both with and alongside their peers. Behaviour is exemplary and staff reinforce this through positive praise and by acting as role models. Children learn good manners as they say please and thank you appropriately, learn to share toys and to take turns. They learn about healthy eating and enjoy snacks of fruit, raw vegetables and pancakes which they choose from the menu. Special care is given when providing food and during cooking activities to ensure that children with dietary requirements and allergies are able to fully participate and enjoy the experience whilst still being safe. Excellent hygiene practises, such as hand washing at appropriate times during the session, ensure that children are protected from the risk of infection.

Children with additional needs are fully included into the setting and procedures have been implemented to ensure that all children's individual needs are fully recognised and met. Children's knowledge of the wider world is developed through activities and resources and a wide range of positive images are displayed throughout the setting. They celebrate festivals such as Chinese New Year and Diwali, taste food from around the world and take part in traditional English customs, such as Maypole dancing. They learn about their local community as they visit the shop and the park and have visits from community support officers, fire-fighters and the librarian. Children are valued and respected as individuals. The support and care they receive from staff and the experiences that they are able to take part in enables them to feel secure and safe in their environment and lays firm foundations for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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