

Crossdale Busy Bees Preschool

Inspection report for early years provision

Unique reference number

EY416681

Inspection date

11/07/2011

Inspector

Angela Hufton

Setting address

Crossdale Drive Primary School, Crossdale Drive, Keyworth,
NOTTINGHAM, NG12 5HP

Telephone number

01159 748082

Email

busybees@crossdaleschool.com

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

Crossdale Busy Bees Preschool was registered in 2010. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may provide care for a maximum of 22 children under eight years, all of these may be in the early years age group, none may be under two. There are currently 38 children on roll in the early years, attending on a full and part-time basis. The setting supports children with English as an additional language.

The setting operates from 'The Hive' a wooden unit on the site of Crossdale Drive Primary School, Keyworth, Nottinghamshire. The setting has a separate entrance and there is a connecting door through to the school. The setting is open from 7.30am to 6pm and offers various sessions within this including before and after school and pre-school sessions. There is an enclosed outdoor play area adjacent to the setting and the children have access to the school grounds. There are eight staff of these five are qualified to Level 3, the manager is qualified to Level 4 and working towards a degree; there is a member of staff working towards Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a rich and varied learning environment at the nursery. They are happy, safe and well cared for because staff have a good understanding of their role and responsibilities within the Early Years Foundation Stage. They are committed to driving improvement through training and highly effective partnership working with parents and the host school. The physical environment is stimulating and fun for the children and all children are valued and included. The leadership have not notified Ofsted of the move from the school hall to 'The Hive' and consequently have breached their conditions of registration. This is an offence unless the provider gives a reasonable excuse. Ofsted does not intend to prosecute on this occasion. The overall grading is subsequently limited.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the names of the children looked after on the premises and their hours of attendance are consistently recorded. (Documentation)(also applies to both parts of the Childcare Register).

25/07/2011

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

- develop further the systems for all staff to engage in regular cycles of planning and review, informed by accurate observations and assessments linked to the 'Development matters' prompts to plan the next steps in each child's development; including ways parents and other providers can contribute to this process more effectively
- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The welfare of children is given high priority and attention by staff who are skilled practitioners. They understand very clearly about the complex links between children's welfare and their learning and development and how the two go hand-in-hand. Staff have a good understanding of the signs of child abuse and referral procedures, in order to protect a child in the event of a concern being raised. Robust recruitment, vetting and induction procedures complement their safeguarding procedures in helping keep children safe. Staff ensure most mandatory documentation is accurately maintained, reviewed and updated to keep in-line with current guidelines. Although registers are in place they do not always show the times children leave the setting. This is a breach of a specific legal requirement.

Staff provide children with a rich, purposeful learning environment, both in and outdoors, which has a good range of resources and is safe. They learn about the importance of valuing diversity and equality, so that every child and their family is fully included. Staff show a strong and driving ambition to providing high quality and inclusive provision for the children. They attend training and increase their professional qualification level to develop further their knowledge and skills in early years childcare. This benefits the children because they then evaluate and improve their organisation, planning and assessment systems, to help children make good progress towards the early learning goals. They have introduced new assessment and observations systems, linked to a journal for each child. These are beginning to be used effectively to plan each child's next steps.

The setting is at an early stage in evaluating their practice and the provision. They are developing action plans with priorities for improvement, to enhance the outcomes for children even further. The nursery has excellent partnerships with parents; they are highly positive, with a very good key person system in place to ensure that the uniqueness of every child is fully considered and supported effectively. There is a wealth of information available to parents about how the pre-school and wrap-around-care operates and how it cares for their children. Parents' meetings with key workers also help support the care of the children. This is because parents are encouraged to understand more about the Early Years Foundation Stage and what it means for their child. Partnership working, such as with the host school is good. The setting is developing links with other schools and

agencies so that everyone is working collaboratively for the benefit of the child.

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

Children are active learners, who enjoy their days at the pre-school and after-school club. They have established friendly relationships both with their peers and adults; this is reflected in a happy and harmonious environment where children play confidently. The cycle of observation, assessment and planning is beginning to be effective; it takes account of the unique needs of each child, as well as their interests and stage of development. The manager has identified some improvements such as more detailed assessments of children's starting points to further enhance each child's learning and development. Their next steps for learning are suitably identified and supported by their key person at group times and throughout the day by all staff.

Children move confidently around the in and outdoor environment because staff encourage their independence and freedom of choice. This means that children can choose where they play, what they play with and how they use the equipment. A 'choosing book' has been introduced and is effectively used to enhance children's independent learning. The children are competent speakers, who show good levels of language and communication skills. They chat freely, bringing their imagination and ideas into their play. For example, they act out being snakes, as they explore leaves and twigs or use the dressing up clothes to become favourite characters. In discussion about their birthday, children recall presents such as scooters and bikes and how they get to pre-school on their scooter. Staff skilfully extend this by talking about safety.

Children spend a long time concentrating as they problem solve how to build a train track, persevering until they succeed. Staff encourage their learning through good use of open-ended questioning, as well as giving them the time and space to explore and investigate by themselves. Key skills for the future regarding numeracy, literacy and technology are given due consideration. Children show good levels of skill manipulating tools such as cutters and rolling pins whilst enjoying making and using playdough. Group times are used well to support children's developing understanding of phonics and rhyme through daily routines and activities such as the 'silly soup' game where the children have various objects to add to the soup all beginning with the same letter. Children enthusiastically make the sound and shape of the letters as they add sunglasses or sweetcorn to the soup.

Children greatly benefit from the purposeful and enabling outdoor environment, where they learn to climb, balance and take risk, in a safe way, for example as they extend their movements to pull themselves up the slide, and moving from one log to another, with balance and good control. Children show through their behaviour that they understand how to stay safe, walking indoors and using equipment such as scissors safely. They enjoy various visitors to the setting to enhance their learning and talk excitedly about the kittens and how they have to

stroke them gently.

The nursery environment is child friendly, with lovely displays of their creativity and photographs of them involved in different activities; this fosters their feelings of belonging. They are encouraged to help tidy up, to begin to learn about making a positive contribution. All of the children behave very well, and treat each other with compassion and respect. Equality and diversity is reflected throughout the nursery provision, helping the children learn about the social world around them. They are also learning about the importance of a healthy lifestyle, through their diet, hygiene practices and getting plenty of fresh air and exercise. They understand the need to cover their mouths when they cough and to wash hands before lunch. Meal times enable them to sit down together to eat nutritious food; at snack time, they enjoy fresh fruit, toast or cheese and crackers, which provide them with energy and good nutrition. Fresh drinking water is readily available, whether they are in or outdoors and this also supports their healthy lifestyle.

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	2

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	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	3
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
--	---

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	2
The extent to which children develop skills for the future	2

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the early years section of the report. (Records to be kept) 25/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the early years section of the report. (Records to be kept) 25/07/2011