

Little Busy Bodies Pre School CIC

Inspection report for early years provision

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Inspector Elaine Hayward

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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

Little Busy Bodies Pre-School was registered under new ownership in 2011. It is managed by a committee. The pre-school operates from two large rooms in a separate building within the grounds of Stanville Primary school. Access to the building is via a ramp. There is a secure enclosed area for outside play.

The pre-school is registered on the Early Years Register. A maximum of 40 children may attend the pre-school at any one time. There are currently 37 children on roll aged from two to four years. The pre-school is open from 8.45am to 3.15pm each weekday during the school term. The pre-school provides a wrap around service in conjunction with the school nursery.

The pre-school employs five members of staff. Three hold appropriate early years qualifications to level 3. One member of staff is working towards a level 3 and one towards level 2. The setting receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are offered a wide range of experiences to ensure they make good progress towards the early learning goals. The setting is inclusive with each child valued and respected. Staff are committed to ensuring the needs of each child are met. All requirements are in place. The setting is developing partnerships with parents and other professionals to promote children's welfare and learning. There is a shared vision and total commitment with an effective system of self-evaluation to ensure continuous improvements are made.

What steps need to be taken to improve provision further?

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

- develop and consolidate the new systems for observation and assessment which inform planning to ensure children's progression towards the early learning goals, creating records that are clear and accessible in order to enable parents to be involved in practical ways to support their children's learning and development
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- review further the deployment of staff and the environment to ensure interesting activities are accessible to children at all times, with specific reference to times when children are moving from one activity to another such as snack time or from the outdoors to indoors.

The effectiveness of leadership and management of the early years provision

New, revised, improved and effective safeguarding procedures ensure that children are well protected from the risk of harm. Staff are clearly aware of their roles and the procedures to take should they have concerns about a child. Robust procedures for vetting and assessing the suitability of staff are in place to ensure the well-being of all. Risk assessments are clearly in place along with effective daily checks to enable children to move freely and safely around the setting. Overall, staff deployment and organisation with a wide range of resources ensure that children are well supervised and supported and are active in their learning. There are however, occasional transition times when children are moving from one area or adult-led activity to another, when some children may show signs of restlessness.

Staff are keen and well supported to attend training to improve outcomes for children. They have good knowledge and understanding of the early learning goals and implement this effectively to promote successful outcomes for children. Staff are highly motivated and demonstrate enthusiasm for their work. They work well as a team. The new manager, supported by the committee and staff, has clear vision for the future and communicates ambition, identifying areas of improvement resulting in effective changes. All feel part of the self-evaluation process to maintain good outcomes and enhance the provision.

Staff have good understanding of issues relating to equality and diversity in order to provide inclusion for all. They know each child very well. They work with other professionals but have not yet fully developed full and effective partnerships with other settings to ensure there is continuity in children's learning and development. The setting works closely with parents who speak very highly of the staff and provision. Parents are kept informed through displays, notices, newsletters and daily discussions. New systems for observation, assessment and planning have been introduced to ensure children's progress towards the early learning goals. As a result, clear records are not yet in place and parents are not fully involved in their children's learning and development.

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

Children are happy and confident in the setting. They feel safe as they go to staff for a cuddle if they are tired. They learn about keeping safe as they move around the setting, learning to respect and care for themselves and others. They are learning to tidy up and put away toys. Overall, children make good progress towards the early learning goals as staff ensure a good balance of child-initiated and adult-led experiences, inside and outside to promote children's learning and development. Full, comprehensive information is sought from parents regarding what children can do before they start, linking to the Early Years Foundation Stage. Establishing children's starting points, along with finding children's routines,

likes and dislikes ensure that children are helped to settle well. Staff observe, assess and plan children's next steps. Staff get to know each child very well to ensure their individual needs are met.

Children's independence is promoted as they access a wide range of exciting resources covering all areas of learning. They follow their interests, fascinated and engrossed in their examination of the twigs on the nature table. They are absorbed at the computer. They, along with staff are enthusiastically involved in their singing and the actions to accompany the words. Staff support children well, guiding and asking questions to make them think. Children's independence and understanding of healthy routines and foods are very well supported at meal and snack times. They learn to wash their hands thoroughly, fascinated by the bubbles. Staff sit with children as they eat their packed lunches, talking about foods and what they have done. Children concentrate intensely at snack time as they steadily carry the jugs of juice, milk and water and carefully pour into their cups. They learn about sharing and behave well as they pass the bowls of fruit from one to another, talking with staff about the fruit. Colours and numbers are quite naturally brought in by staff during this process.

Children love 'focus time' as they sit with staff, getting to know each other, talking about themselves. They begin to recognise sounds and letters as a staff member writes their name on the board. Children are thrilled to 'write' their names on the board too. Children can later be seen playing 'teachers' with each other. Lovely stories are read to the children by animated staff, bringing the words to life and involving the children.

Children learn about the wider world as they celebrate festivals and access a range of resources. They thoroughly enjoy the fresh air at times throughout the day. They love the outdoor area and the space to be physical as they climb and balance. A young child is fascinated by a balance board, concentrating intensely in her efforts to stay on. Children love to grow and confidently show the tomatoes they have planted and nurtured. They talk about the "courgettes which have grown so big they have become marrows!" Children talk of the trees they have planted and their walks to the woods and school where they have collected leaves and sticks. They have then been creative, making lovely displays around the setting.

Children receive ongoing praise for their achievements. Their self-esteem is well supported by caring staff. They love to talk about what they have done as they look at photographs on display of their past activities. Children are motivated to achieve and develop positive attitudes to learning. Overall, they are enabled to become independent, active and inquisitive learners, helping them develop skills 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?	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	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	3
The effectiveness of the setting's engagement with parents and carers	3

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

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