

Busy Bees Pre-School

Inspection report for early years provision

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Inspector Hazel Meadows

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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*.

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.

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Description of the setting

Busy Bees Pre-School was originally established in 1969 and re-registered when it moved to the current premises in 2010. It operates from a purpose built modular building within the grounds of Castle Hill Junior School, in Ipswich, Suffolk. It is managed by a voluntary management committee, made up of parents of some of the children who attend the pre-school and members of the community. There is level access to the premises and an accessible toilet is available off the main playroom. Children have access to a large, enclosed outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory part of the childcare register. A maximum of 28 children, none of whom may be under two years, may attend the pre-school at any one time. There are currently 47 children aged from two to five years on roll. Of these, 20 children receive funding for early education.

The group is open Monday to Friday, term time only. Session times are from 9am until 12noon and 12.45pm until 3.45pm. A lunch club is also offered from 12pm to 12.45pm. Children come from the local and wider area and attend for a variety of these sessions. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group employs 10 staff including the manager, seven of whom are trained to level 3. The manager and another member of staff have just embarked on the Early Years Foundation Degree (Level 5 once completed). The group is a member of the Pre-school Learning Alliance and receives support from local authority advisory staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, and most settle well, at this welcoming pre-school. They enjoy a suitable variety of play and learning experiences and are making satisfactory progress through the Early Years Foundation Stage. Committed staff work well as a team and meet most children's individual needs. Positive and trusting partnerships are established with parents and others to aid continuity of care. Comprehensive documentation and procedures work well in practice to promote children's welfare. Ongoing self-evaluation and liaison with local authority advisors promotes continuous improvement and development.

What steps need to be taken to improve provision further?

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

- ensure sensitive observational assessment is undertaken for all children, in order to plan to meet

04/10/2011

children's individual needs and provide a variety of experiences which are appropriate to each child's stage of development. (Organisation).

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

- create more opportunities for parents to read and contribute to their child's learning journey development records to promote two-way flow of information and continuity regarding children's individual progress and development
- improve the reflection and appreciation of diversity through the daily activities and resources offered and ensure children and parents with English as an Additional Language are suitably supported, included and valued.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. All staff have attended safeguarding children training and are clear of their responsibilities to protect children. Secure procedures are in place to ensure staff's suitability to work with children and all staff have Criminal Records Bureau clearance. Two staff have designated safeguarding responsibilities to ensure any concerns are dealt with effectively and procedures are followed correctly. The group has a thorough written policy, plus local safeguarding contact details to refer to should they have concerns about a child. Staff are watchful of the children and attentive to their safety. The premises are secure and there are effective procedures for emergency evacuation, which is regularly practised. Risk assessments are undertaken for the premises and equipment, to minimise risks to children.

Experienced staff work cooperatively together, and are mostly well deployed, to aid the running of each session. All required training is up to date and additional training is planned and scheduled. Ongoing staff development and training is actively encouraged, supported by annual appraisals. Regular staff meetings enable all staff to be involved in the group's organisation and improvement. All staff contributed to completing an Ofsted self-evaluation form which has enabled the group to reflect objectively on their practice. The recommendations from the previous inspection have been suitably addressed and the setting is committed to ongoing improvement. The group has a broad selection of good quality resources which are mostly used well to support children's learning.

The group has a positive attitude towards diversity and this is reflected in some of the resources. Staff work closely with parents, liaising with other childcare or health professionals if required, to ensure children with any additional needs receive appropriate support at an early stage. Children from different cultures attend the group and some speak English as an additional language, however, they are not always adequately supported to enhance their progress. Comprehensive details are obtained about each child to support their welfare and signed consents are obtained from parents to ensure children are cared for

according to their parents' wishes. All records are kept secure and confidential. Written policies are currently being reviewed and updated and are readily available to parents in the lobby.

Staff establish trusting partnerships with parents and two-way communication is encouraged, which promotes children's welfare and continuity of care. Parents' views are valued and sought by a regular questionnaire and a comments book in the lobby, which parents are able to contribute to at any time. Comments received from parents during the inspection are generally positive. They find staff friendly and approachable and state their children are happy and settled. They receive some verbal feedback about their child's progress, however, few have seen or contributed to their child's development records. Parents are kept well informed of general information through discussions with the staff, notice boards and newsletters. Some parents become actively involved in the pre-school as they take on roles within the management committee. The pre-school is proactive to establish good links with other settings and local schools that children will attend, to promote continuity of care and smooth transitions for the children. The group receives some support from local authority advisory staff to help with ongoing improvements.

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

Children are happy and keenly explore the activities available. They form positive relationships with staff and their peers and some confidently approach staff to share their news and views. Staff have a warm and caring approach and treat children with kindness and respect. Children's behaviour is generally good and staff use a consistent approach, offering children clear explanations and reasonable boundaries. They work closely with parents, when required, to help children learn how to manage their emotions and behaviour appropriately. Children learn how to keep themselves safe through reminders and explanations from staff, for example, to walk in playgroup.

Most parents initially complete an All About Me sheet about their child, offering an outline of their child's individuality. This helps staff to get to know them and offers some starting points in their learning. Staff operate a key person system to support individual children and have established a method of monitoring children's progress and development using learning journeys. Most of these development records are very well maintained and observations are mostly used effectively to identify a child's next steps and to inform the weekly planning. However, some children's development records are not regularly completed and insufficient planning is made for their individual needs and progress. The learning journeys are not routinely shared with parents and few have had opportunity to add their own contributions.

Staff have a sound understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first-hand experiences. They introduce a variety of broad themes throughout each term, to widen children's learning experiences. The themes are very flexible to incorporate any interests and ideas emanating from the children. Staff set out a range of play

and learning experiences covering all the areas of learning at each session. Children can select additional resources from the low-level shelving units indoors and outside. However, activities are not changed or varied between the morning and afternoon sessions, therefore children who stay all day do not have any new or different play experiences in the afternoon.

Children have regular opportunities to explore a broad variety of media and textures, such as play dough, paint, sand and water and delight in painting their hands and making hand prints. Their imaginative play is encouraged by a variety of props in the home area and small world toys. Children learn about their local community through books and occasional visitors, such as the local community police officer, dentist and fire fighters.

Children have some opportunities to recognise their names as they arrive and at snack time, although this is difficult for younger children. A range of appealing books is readily available to the children in the cosy book area. Staff use big books and tell stories well to hold the children's attention and even young children are engaged at group time. Children have many opportunities for mark making using water, paint and pencils and can freely access a range of stationery. They are developing good manipulative skills and many children manage scissors well and persevere with cutting paper for considerable periods.

Children are developing good hygiene habits as they wash their hands prior to snack or after toileting and many manage this independently. They learn to make healthy choices as they are offered nutritious foods, such as fruit, vegetables and cheese at snack time and parents are encouraged to provide healthy options in their children's packed lunches. During rolling snack children increase their skills and independence by pouring their own drinks. Water and snack pots containing cereal are readily available throughout the session and children help themselves as required. Children have frequent opportunities for fresh air and exercise and freely choose to go outside or stay indoors. They develop their physical skills and confidence with a range of outdoor play equipment. Staff have plans and ideas to further develop and improve outdoor play and learning experiences.

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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Met