

Busy Bees Preschool

Inspection report for early years provision

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Inspector	Sylvia Cornock

Setting address	Buglawton CP School, Buxton Old Road, Congleton, Cheshire, CW12 2EL
Telephone number	07931 660298
Email	enquiries@busybees-preschool.co.uk
Type of setting	Childcare - Non-Domestic

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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 Bees Preschool is run by a parents committee. It opened in 1992 and operates from a two roomed mobile building in the grounds of Buglawton County Primary School, Congleton. Children have access to a secure outdoor play area and adjoining field for outdoor play. The preschool serves the local and surrounding areas.

A maximum of 26 children aged two to five years may attend the preschool at any one time. The preschool is open during term time only, Monday to Friday from 8.45am to 3pm. There are currently 32 children on roll. The preschool is in receipt of funding for early education. The preschool is registered on the Early Years Register. The preschool supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of staff who work directly with the children. The manager and staff members hold relevant National Vocational Qualification's in childcare. The preschool received support from the local authority and is a member of the preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the setting and develop positive relationships with one another. Staff are professional and aspire to maintain a high standard of care and education. They work hard to offer a stimulating and challenging environment which enables children to develop well as independent and active learners. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Self-evaluation is used well to monitor the provision and highlight areas for further improvement. However, a condition of registration has not been met..

What steps need to be taken to improve provision further?

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

- develop further the use of assessments to plan the next steps in a child's developmental progress and regularly review this approach.
- ensure that equipment is appropriate to the size and weight of children in the group and offers challenges to children at different levels of development.

The effectiveness of leadership and management of the early years provision

Staff recruitment procedures are implemented appropriately, so that children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. Most records, policies and procedures that support

the setting to promote positive outcomes for children are well organised and are effective in supporting the service offered. However, the provider has committed an offence by failing to notify Ofsted of a change to the individuals who are members of its governing body. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

Staff show a good understanding of the procedure to safeguard children and know how to refer concerns to the relevant agency if required. The focus of the staff is always upon helping all children to make progress and promoting their welfare. For example, staff carry out visual safety checks, both inside and outside, before each session to ensure that the environment is always safe, clean and fit for use. Risk assessments are clear and detailed with confirmation of any action taken to minimise risks and hazards to children.

Staff follow clear policies and procedures for children with special educational needs and/or disabilities and regularly update resources and activity ideas to ensure they continue to meet the needs of each child. They work closely with other professionals and parents and carers. Staff organise the space, resources and outdoor experiences with skill and keep all areas clean and accessible. Staff show enthusiasm for continuous improvement and are fully involved in the appropriate self-evaluation process in place in order to bring about improvement. The setting has fully addressed the recommendations raised at the last inspection. All staff are qualified and experienced. Annual appraisal systems support staff and identify any future training needs. Consequently, they work effectively as a team because they feel valued and involved within the setting.

Parents and carers are always warmly welcomed and included in what their child is doing. Staff discuss every aspect of each child's learning and development with them. Displayed information, children's artwork and informative learning profiles clearly show parents the quality care and education that is offered. Parents and carers are able to access their child's learning profile book. In addition, parents are able to access the policies and procedures from the settings web page. They are encouraged to continue activities at home so that they too can enjoy seeing their child develop.

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

Children are cared for in a warm and welcoming, secure indoor and outdoor environment. They arrive eager to attend and immediately get involved in an activity of their choice. The playrooms are well set out and prepared prior to the children's arrival offering them access to a good range of stimulating activities and play opportunities. The play space indoors is arranged effectively to provide children with good levels of challenge appropriate to their age and stage of development. Each child has their own key person who works closely with parents and carers. They keep daily records of children's progress and use these effectively to make detailed topic and activity plans. However, these do not reflect how they plan for children's next steps in their learning. Although they plan equal coverage of the six areas of learning resulting in good outcomes for children. As a result, children's interest is captivated and they are quickly learning how to be healthy,

safe, positive and considerate people with a desire to participate and achieve. Children have free access to a good range of toys and equipment which is of a good standard and checked regularly for safety and hygiene. Children are independent as they make many choices and initiate their own play. They use their imagination well as they design motorbikes and build towers taller than themselves using a variety of construction resources. Children enjoy the ability to choose whether to play inside or outside. For example, children have great fun in the outdoors weeding and digging in the planting and growing areas and look for insects. They verbally share their experiences of finding a beetle which is brown and black and the weeds need to go for compost.

Children experience good opportunities to develop their writing skills as they draw and create pictures. Some enjoy recording their name on art work and use letters well. Children independently access scissors that make shapes. They use language confidently as they talk about the Divali picnic they had last week. They enjoy story time listening well and taking part. They have a good understanding of number's and enjoy counting various items during everyday play. This instigates conversations between children about similarities and differences. Children select resources which support their understanding of other cultures and disabilities and use the computer and programmable toys well. They enjoy walks in the local environment collecting leaves to make an owl and they have a good understanding of recycling.

Children's are developing a good understanding of personal health and hygiene. They enjoy snacks during the session and have constant access to drinks. They have daily opportunities to use their physical skills through the outdoor play area. Good hygiene routines are encouraged as they wash their hands before snacks and lunch. Appropriate praise and attention from the staff ensures children behave well and they learn to respect each other and the environment. All children are included in all games and activities if they choose and each individual is made to feel special and their qualities encouraged.

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	3
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	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	3
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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