

Buzy Bees Pre-School

Inspection report for early years provision

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Inspector

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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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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

Buzy Bees Pre-school opened in 1994. It operates from a new purpose built centre situated in the grounds of Treleigh County Primary School, on the outskirts of Redruth, Cornwall. The new building opened in 2011. The Pre-school has occasional use of the school's field. The group serves the local community and surrounding area. The Pre-school was registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register on 1st January 1993 and re-registered for the new building on 27th June 2011. The pre-school may care for no more than 24 children from two years to the end of the early years age group at any one time. There are currently 50 children aged from two to under five years on roll, these include 24 children receiving funded nursery education. Children attend for a variety of sessions. The Pre-school supports children with special educational needs and/or disabilities. The pre-school is open each weekday, during term time, from 9:00am to 12:00pm and 12.30pm to 3.30pm on Monday, Tuesday, Wednesday and Friday and on Thursday from 9:00am until 12:00pm. A Mother and Toddler Group takes place on Thursday from 1.00pm until 2.45pm. The group is run by a voluntary committee, who employ six members of staff. Four staff have early years qualifications to National Vocational Qualification level 3 and the other two staff have level 2 and are working towards the higher level. The setting receives support from the local authority and the local children's centre. It is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision is outstanding. Children enjoy their learning and feel very secure in this setting. The manager and her staff have worked very hard to develop the very many opportunities that support each child's learning and children are able to make the most of the excellent new indoor and the developing outdoor facilities. The setting has developed excellent links with parents and carers, the neighbouring primary school and local support agencies, as a result of which each child's individual needs are met very well. The manager and staff are very committed to further improvements and show an outstanding capacity to achieve such improvements by a rigorous and systematic assessment of each child's progress.

What steps need to be taken to improve provision further?

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

- fully implement the planned improvements to the outside area to provide the best possible learning environment for the children.

The effectiveness of leadership and management of the early years provision

The setting has exceptionally rigorous recruitment and vetting procedures to ensure that the children are very well cared for by suitably qualified staff. The safeguarding and child protection policies are very comprehensive and include all the required elements. Staff training is given extremely high priority in the setting and makes a very important contribution to continuous improvement of the children's learning opportunities. The records of accident and medication procedures, parental consents and children's details are fully in place. The parental notice board has very clear details of all the policies and of the complaints procedure. There have been no complaints since the previous inspection. In this very inclusive setting adults most effectively promote equality and diversity, which ensures children are very well integrated. Individual needs are very carefully identified, carefully logged in the child's learning journal and then appropriate tailored strategies are developed. Some exemplary assessment practice was observed during the inspection. Parents and carers confirm that they are fully informed about their child's progress. They are very happy with the provision. Links with the neighboring primary school and a wide range of external agencies are excellent. The field and playground areas are used by the pre-school and the reception teacher has advised on transition processes and record sharing. Every child has his/her own key worker who knows their learning requirements very well. Regular observation and assessment are used to monitor individual progress and this is done very effectively. The tracking information is very carefully analysed to reshape the curriculum, often on a daily basis, to develop individual activities. As a result of this very rigorous approach, the progress of the large majority of children is good and for a minority it is outstanding. The setting has introduced a self-evaluation plan that has systematically identified areas for development. All of the recommendations from the previous inspection have been fully addressed. Staff are very committed to providing high quality experiences for each child. The team is very successful in delivering activities that immediately catch and keep the children's interest. For example, Sidney the puppet encouraged the children to talk about their own experiences and to share their ideas with each other. The children's involvement and concentration during this particular session were outstanding. These outcomes are a result of the steps taken by staff to carefully reflect on their practice, to embed ambition and to look for further improvement. The indoor resources are used very effectively. The new playroom is bright and welcoming and very well designed. The staff have, within a few weeks, developed a series of activity areas that stimulate and interest the children. There is however still some work to be done to ensure that the outdoor area has the fullest range of equipment and that it is accessible for all.

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

Children are happy and confident in this setting where they form outstanding relationships with adults and each other. Routine activities are used to consolidate and build upon existing skills. For example the children find their own names and self-register and find and put on their own wellington boots whenever they go outside. They develop a very strong sense of independence when they choose their own fruit and pour their own drinks. The children adopt good personal hygiene routines and understand the importance of healthy eating. On a rota basis they use knives safely to cut up the fruit for the other children. On each occasion the adults ensure that the children understand the significance of the activity. At the start of the session a high level of responsibility is exercised by each group marking the register and adding up those present and absent. Children then select their own activities and the adults are very skilled at supporting and developing each individual child. The adults, using personal experiences of recent fireworks events to develop children's communication skills, are able to develop their language and their knowledge of related sounds. Very skillful use is made by the adults of the music area to develop individual interests and skills. The interaction between the adults and children is very impressive. The curriculum is child-centred and each child moves with confidence and purpose between the wide range of different activities. Interest and enjoyment are high. A group of boys was observed playing imaginatively and cooperatively with the racing cars while another group put on their outdoor clothes and had much enjoyment in building brick houses in the sand pit. One girl enthusiastically explained that she had made the cement for the bricks. Adults give considerable thought and care to ensuring that children with special educational needs and/or disabilities are fully integrated into the activities. During story time very effective individual support is given to those who have some difficulty in focusing and listening. During each session individual assessments are written and these are later added to each child's record to ensure that subsequent planning reflects the next stage of development. Children's good progress is the result of the meticulous planning of the staff and the enjoyable environment that is created for their learning. The children clearly love coming to the setting and their parents confirm this. They are very keen to share their knowledge and experience with a visitor. They are very open, welcoming and confident. Several excellent examples of sharing and cooperation were observed, for example building play dough models and gluing different shapes. Staff and children enjoy their time in the setting and an excellent rapport has been established. This has had a very positive impact on the children's learning and achievement. This is an outstanding setting that continues to seek new and innovative methods for developing the children's skills that will help them in 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	2
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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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