

Busy Bees @LPS

Inspection report for early years provision

Unique reference number EY422784
Inspection date 23/11/2011
Inspector Carol Johnson

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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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Description of the setting

Busy Bees @LPS moved to its current venue in 2008 but has been registered for many years at another location. It re-registered in 2011 due to changing their legal entity to a Limited Company. It operates from a portacabin in the grounds of Ledbury Primary School. The setting serves the local area and has links with the school. There is a fully enclosed area available for outdoor play. The setting operates from 9am to 3pm, Monday to Friday during school term times. Children are able to attend for a variety of sessions.

A maximum of 24 children may attend the setting at any one time. There are currently 58 children on roll, who are within the Early Years Foundation Stage age group. The setting is registered on the Early Years Register and provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting has a rabbit.

The setting employs seven members staff. Five hold appropriate early years qualifications. The manager has a Foundation degree in Early Years and holds Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare needs are compromised because the provider has failed to meet legal requirements in relation to safeguarding. Children are making good progress and effective partnership working exists between the setting, parents and other professionals. The setting is accessible and inclusive and children are supported to develop a sense of identity and to show respect for one another. However, systems to monitor the effectiveness of the provision are not rigorous enough and this restricts the setting's capacity to improve.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective safeguarding children policy and procedure that is fully understood by all staff members (Safeguarding and promoting children's welfare). 30/11/2011

To improve the early years provision the registered person should:

- improve records of learning and development and develop strategies that encourage parental involvement in the ongoing observation and assessment process
- provide volunteers and committee members with full information and guidance on their roles and responsibilities
- improve systems used for self-evaluation to help 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

Children are inadequately safeguarded. The setting is not meeting legal requirements with regards to having an effective safeguarding policy and procedure. There is a written safeguarding policy but it is not in line with Local Safeguarding Children Board guidelines in relation to the procedure to be followed in the event of an allegation being made against a member of staff or volunteer. Consequently, staff and the committee do not have the correct information to follow should they have such concerns. The setting maintains a collection of written policies that are available to staff and parents. However, some of these policies do not contain up-to-date information as they have not been reviewed recently. Risk assessment records include required details and fire prevention equipment is regularly maintained. Recruitment procedures are suitably robust and all adults working on the premises have been appropriately vetted.

Staff are friendly and approachable. They work well together and are keen to provide the best service they can for children and their families. The setting has recently been successful in obtaining a grant to purchase additional resources to support children with special educational needs and/or disabilities. Children benefit from a child-friendly environment that allows them to express themselves and feel at ease. They easily access a broad range of good quality resources and this enables them to instigate their own play and develop independence skills. They have ample space to play and rest, and bright displays throughout the setting demonstrate how children's work is valued and provide a wealth of information for parents. Regular staff and committee meetings provide opportunities for information sharing. However, children's welfare is not fully supported because the committee has not received clear guidance and information about their role and responsibilities. Staff and the committee are actively involved in the self-evaluation process and the Ofsted self-evaluation form has been completed. However, systems for monitoring the effectiveness of the provision are inadequate as they have failed to identify a major weakness in respect of safeguarding.

The provider promotes an environment of equality and respect for differences. There is an equal opportunities policy and this outlines the provider's commitment to inclusive practice. Good systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff work effectively in partnership with parents and others and this

helps to ensure coherence and consistency of care for children. Each child is appointed a key person and staff make the effort to try and talk to parents at either end of sessions. Communication books are maintained for those children that also attend the school nursery and/or the before and after school club situated on the same site.

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

Some outcomes for children are good and they are happy and at ease with staff. However, children are not fully protected because arrangements for safeguarding them are inadequate. Regulations and duties are not met which impacts on children feeling and being safe, the judgement for outcomes and the overall judgement for the quality of the provision.

Children are making good progress in relation to their starting points. They eagerly participate in the wide range of activities on offer and display good levels of self-esteem and confidence. Experiences provided for children are varied and include lots of creative activities and regular outdoor play. Each child is valued for who they are and experiences are thoughtfully planned around children's individual needs, interests and preferences. Staff observe and assess children on a regular basis and know the children in their care well. Parents are informed about their children's experiences and achievements, both verbally and through record sheets sent home, on a weekly basis. However, children are not fully supported to reach their full potential because learning and development records are not effectively maintained. Also, strategies that encourage parents to contribute to their child's learning and development records, and the observation, assessment and planning cycle have not been successfully explored.

Children's health is promoted well. They experience lots of fresh air and physical exercise, and food provided for snacks is healthy and nutritious. Outdoor areas are resourced well and children enjoy frequent access to these areas. The setting has recently begun to offer Forest School sessions for some of the older children and these help to teach children about nature and safety. Children are learning about the benefits of a healthy lifestyle through everyday discussion and experiences. They take part in cookery and growing activities and have received visits from health professionals, for example a nurse and a paramedic.

Staff actively encourage children's independence and social skills and this helps to prepare them for future life. Children benefit from good quality interaction and staff that thoughtfully use open-ended questioning techniques to support and extend children's learning and enjoyment. Counting and calculating is threaded through most activities and children look at books with enthusiasm. During the inspection, children listened intently to the story about a popular children's monster, and a member of staff cleverly drew their attention to the pictures. She involved children in talking about what might happen next and children were keen to share what they knew about the character and plot. Later in the session some children helped to make a map of the forest that they had heard about and seen in the book.

Children behave well and demonstrate good manners and respect for others. Kind deeds and good behaviour are promptly acknowledged and rewarded, for example, through praise and positive body language. Children are learning about the wider world and developing a sense of community. They participate in charity fundraising events and learn about a range of religious and cultural events through discussion and planned activities.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
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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