

Busy Bees Pre School

Inspection report for early years provision

Unique reference number 145873
Inspection date 24/11/2011
Inspector Ruth Thrasher

Setting address Chapmanslade C of E School, High Street, Chapmanslade,
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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*.

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 and After School Club is run by a voluntary committee. It is located in the village of Chapmanslade, near Westbury in Wiltshire. It opened in 1996 and operates from a mobile classroom in the grounds of Chapmanslade Primary School. Children have access to one large play room, an enclosed outdoor play area, use of the school field and some of the school facilities. The pre-school is open each weekday during term time from 9am to 3pm and the after school club on the same days from 3.10pm to 6pm.

The pre-school and after school club are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged from two to under eight years may attend at any one time. There are currently 24 children on roll, of whom 16 are in the early years age group. The pre-school supports children with special educational needs and/or disabilities.

There are four members of staff, three of whom hold early years qualifications at Level 3. The pre-school provides funded early education for three- and four-year-olds. There is ramp access to the single story building.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this welcoming pre-school due to the staff's well informed understanding of children's individual needs. Overall, staff plan a broad range of activities and resources to interest and challenge children through a good balance of indoor and outdoor play. Parents and carers are actively involved in their children's learning and this strong partnership contributes well to children's achievements. Staff and committee members generally use self-evaluation effectively to identify the setting's strengths and weaknesses, which demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase resources and activities that reflect diversity in society to ensure children learn from the earliest age to value diversity in others
- enhance the systems of self-evaluation to identify the setting's strengths and priorities for improvement to improve further the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

There are effective measures in place to keep children safe within the pre-school and after school club. All staff have a very good understanding of the procedures to follow should they have any concerns about a child or an adult caring for children. Regular risk assessments are completed for the premises, activities and outings as well as daily safety checks. Recruitment and induction procedures are robust and all staff working with children have completed Criminal Record Bureau checks.

The small staff team work very well together and are committed to improving the pre-school and after school club. They attend regular training to update their knowledge and skills in order to improve outcomes for children. The staff have a clear vision of improvements they would like to make to the pre-school and involve parents and carers through annual questionnaires and a comments board. Staff have completed a detailed evaluation of the setting which has identified areas to improve but this is not used to its full extent to monitor the impact of developments on the quality of provision.

The pre-school promotes equal opportunities well and ensures there is no discrimination of any kind. Staff work closely with parents and carers to ensure that children's individual care and learning needs are very well met, including any additional needs. This ensures that all children make good progress according to their age and ability. Parents and carers are involved in the day to day management of the provision as committee members and take part in a range of social and fundraising activities. Those parents spoken to were full of praise for the pre-school and said their children were very happy and making good progress. The children's learning journeys include written contributions and photographs from parents and carers of activities they have enjoyed with their children at home. This strong partnership between home and pre-school fully supports children's learning.

The pre-school and after school club are generally very well resourced and the good deployment of staff enables children to be well supported in their play. The provision benefits from being on a school site with access to additional resources such as the school playing field. Although there is a mostly good range of activities to promote children's understanding of diversity and the wider world, this is not fully reflected in the range of resources and images displayed around the pre-school.

There are good relationships with the local primary school and staff liaise well with other schools in the area to support children's transition to school. Effective links with other agencies and professionals are in place to support children's specific needs and to help develop the quality of the provision. Staff have good links with other early years providers, including childminders and other pre-schools, to provide continuity in care and learning for children attending more than one setting.

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

Children are actively engaged in their learning and have very good opportunities to make decisions. They choose whether to play indoors or outside and select their own resources and activities. Staff skillfully extend children's play by providing additional resources and introducing new words and ideas. Their praise and encouragement helps children to develop their confidence and self-esteem and as a result children behave well.

Staff carry out regular observations, which are used to assess children's progress and plan the next steps in their learning. All staff are aware of each child's learning needs and as a result activities planned are effective in helping each child make good progress. For example, a member of staff noted a child putting paint on her hands and watching the water change colour. She shared her observation to enable the child's key person to plan further activities to build on the child's interest. Children's learning journey records are kept up to date with photographs and observations of the children's progress. Staff take it in turns to plan activities based on the children's interests and provide different levels of challenge for different abilities.

Children receive very good support to develop their skills in language and numeracy. Staff demonstrate a high level of awareness of how to promote these areas. Children have a letters and sounds activity every week. They enthusiastically called out the names of small objects beginning with the letter 'k' as a member of staff took them out of a box. Children enjoyed a game where they pegged numbered bears on a line in sequence. They spontaneously count objects during play. Staff competently introduce basic mathematical language and talk about letter sounds during activities. Children work out how many children are present and how many plates they need. Staff are skilled at supporting children to use the computer and use this interest to promote their learning in other areas. Overall children are developing good skills for the future.

Children help plan the snack menus and learn about healthy lifestyles. They develop their personal and social skills as they wipe the tables and sit with their friends for snack. They take it in turns to cut slices of cheese supported by staff who show them how to use a knife safely. Staff encourage children to play outside by suggesting they take activities they have chosen, such as painting, outdoors. They learn to keep themselves safe when staff remind them to take care they don't slip on the mud and why they should wrap up warm. Children develop good physical skills as they race with the staff, ride scooters or dig in soil. They take part in a range of activities to help them learn about the world around them. They try foods from different cultures and play with the rather limited resources that promote positive images of diversity. They learn to care for others and their environment as they look after the pet guinea pigs or talk about the 'Golden Rules' such as 'kind hands'.

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	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	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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Annex B: the Childcare Register

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

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