

Busy Bee Pre-School

Inspection report for early years provision

Unique reference number 251431
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Inspector Debbie Kerry

Setting address 'The Hive', Castle Playing Fields, HAVERHILL, Suffolk, CB9 9DE
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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 opened more than 20 years ago. It operates from purpose built premises on Castle Hill playing fields close to a residential area of Haverhill. The premises are fully accessible and there is a fully enclosed area available for outdoor play.

The pre-school serves the local area and nearby communities. A maximum of 24 children may attend the pre-school at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on the compulsory part of the Childcare Register. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school supports several children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 9am until 12pm and 12.30pm until 3.30pm with an optional lunch club from 12pm to 12.30pm Monday to Friday. Children attend for a variety of sessions.

The pre-school employs four members of child care staff, one of whom covers during holidays. Of these, all hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development in the Early Years Foundation Stage is mostly supported by the qualified staff. They know children's individual needs and undertake regular observations with the next steps in their learning clearly identified. This is then included in the weekly plans to support children's ongoing learning. The setting has sound relationships with some parents and seeks support and advice from other professionals and settings involved with the children to ensure that their individual needs can be met. The setting is developing procedures to evaluate their practice and with the help of the local authority have put in place clear procedures for improvement.

What steps need to be taken to improve provision further?

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

- develop partnerships with parents further so they can share their children's achievements from home and add comments to their progress records
- ensure that fire equipment is checked regularly and that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children's welfare is supported appropriately as all staff have undertaken training on safeguarding children and are all fully aware of the necessary steps to take should they have any concerns about the welfare of a child. The pre-school have a clear policy and procedures in place for staff to follow and include local contact numbers, which are displayed so they are fully accessible. All written risk assessments are being currently reviewed by the new health and safety officer to ensure that they reflect an accurate picture on all areas and equipment within the setting so that children are protected from any potential dangers. Risk assessments for outings are completed to ensure that children remain safe when away from the setting. Children learn about how to keep themselves safe through practicing the fire evacuation procedures. However, the record for this does not reflect that they are carried out on a regular basis, which could compromise children's understanding around safety and some fire equipment is not securely in place.

Parents are kept fully informed about their child's learning and development through daily verbal feedback. This ensures that they are kept involved with their child's learning. Parents are informed about the provision through the notice board in the entrance, which displays the pre-schools policies and procedures. Parents can join the committee to ensure that they are fully involved with their children's learning. The pre-school have put in place plans for a parents evening for each term so they can come in to view their child's learning journey and talk to staff about their child's progress. However, parents do not take this opportunity to add comments about their child's interests and learning at home to their learning journey records. The committee enables parents to support and put across their views regarding the running of the pre-school. The pre-school uses a 'boomerang book' to exchange information with other settings that children attend to ensure that all relevant information is exchanged and passed on.

All staff hold early years qualifications and are supported with undertaking further training to benefit children in their learning and development. All staff have input with planning activities each week around the individual needs of their key children. With support from the local authority, there is a clear action plan in place to support the staff until a new manager is employed. The pre-schools self-evaluation is currently under review to support the action plan that is in place. Their policies and procedures to support good practice are being reviewed to ensure that they reflect the pre-school's practice. Staff ask for feedback on their children's learning through parents evenings. This knowledge can then be used to develop and improve their practice further.

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

Children are provided with a range of foods which include fresh fruit and vegetables for snacks that promote their health. Parents provide their own food to meet their children's own individual dietary needs if they stay for lunch. Staff ensure that all children's health and medical needs are appropriately supported through the policies and procedures that are in place. Children access the garden for play and exercise to support their physical development. Children are taken out for regular walks within the local community. This helps them to develop a positive attitude to exercise to promote their health.

Children have opportunities to solve problems as they experiment with volume by filling and emptying containers during water play. Children are able to make choices about when they eat snacks as they are served on a rota. This helps to support their independence and staff sit with them and ask questions. Children are developing their personal hygiene practices as they wash their hands after painting, using the toilet and before eating. Children are learning expected codes of behaviour as they display good manners to each other and staff during the sessions. They all help to tidy away resources; this helps children to learn respect for their environment and how to care for their resources. They are learning to share and wait for their turn as staff play games with them. Children enjoy looking at books and listening to stories that are read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children questions and they are able to follow instructions. This helps to develop children's thinking skills and their understanding around communication.

Children are developing good mouse control as they use the computer to draw pictures, which helps to develop their understanding on technology. Children express their creativity as they enjoy experimenting with sounds of loud and quiet using a range of musical instruments. Children are provided with a range of opportunities and resources to paint, colour and draw to support their early writing skills. They create a Valentines card using collage and hand prints as part of their learning about different celebrations. Children learn about the wider world and other cultures and beliefs through a range of topics and activities throughout the year. Children are able to self-select age-appropriate resources from the range set out as they are stored at a low level. This helps to develop their independence.

Staff undertake regular observations on children's individual interests, the next steps in their learning has been clearly identified and includes all six areas. Children's learning journey records show the next step in their learning and children's individual interests and needs are incorporated into the weekly plans to ensure that their progress is supported. The adult focused activity includes differentiation and the learning intention and any areas identified for future learning to support children's continued progress. Designated staff hold additional qualifications so that children with special educational needs can have their needs identified and supported.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	3
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

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