

Busy Bodies Pre-School Nursery

Inspection report for early years provision

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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 Bodies Pre-school Nursery was registered in 1998 and is privately owned. The setting is situated on the main road into the village of Euxton, near Chorley and serves children who live in the local area.

The setting is a single story detached old school and is located in the grounds of the local church. Children attending have access to three playrooms and a fully enclosed area is available for outdoor play. There is also a before and after school reception club cabin located in the outdoor play area, which operates Monday to Friday during term time only.

The setting is open five days a week Monday to Friday, all year round excluding Christmas, Bank Holidays and the last full week in August. Opening hours are from 8am until 6pm. The setting is registered to offer full day care for a maximum of 54 children in the early years age group. There are currently 92 children on roll who attend on a variety of placements; of these 36 receive funding for nursery education. The setting supports children with special educational needs and/or disabilities. The setting receives support from the local authority and has been accredited with a quality award from Lancashire County Council.

There are currently 16 staff who work directly with the children and all are appropriately qualified. The deputy has Early Years Professional Status. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and clearly enjoy the time they spend at the nursery. Well developed knowledge of each child's individual needs ensures that staff promote many aspects of children's welfare, learning and development with success. Although children make good progress from the focus placed on identifying and planning for their individual interests, observations and next steps are not fully developed to enhance assessment.

Great emphasis is placed on self-evaluation, which supports the management and staff team to identify the strengths and weaknesses of the setting. The learning environment is child-led, safe, and inclusive; however, the continuous outdoor provision outdoor is a developing routine. Outstanding partnerships with parents are established and strategies are in place to involve parents and keep them informed of their children's time within the setting.

What steps need to be taken to improve provision further?

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

- improve opportunities through staff deployment to support children to experience and explore well planned outdoor opportunities based on their spontaneous play and supporting them to learn with enjoyment and challenge
- ensure a consistent approach within the nursery to plan the next steps in a child's developmental progress, forming a view of where each child is at in their learning, where they need to go and the most effective practice to support them in getting there.

The effectiveness of leadership and management of the early years provision

Clear policies, procedures and effective links with the other agencies, ensure that children are safeguarded and their welfare is protected. Robust documentation, recruitment, induction and training processes create an environment where children are happy and safe.

The strong management team and a strong commitment to self-evaluation and ongoing improvement action plans ensure that practices are constantly evolving and improving to reflect the needs of the children and their families. Quality assurance schemes, such as Lancashire Quality Award and the Red, Amber Green audit tool, shows a dedication to improving practice further.

Partnership with parents is outstanding. A parental involvement coordinator has been assigned to set up support meetings for parents and goes to great lengths to help them become more involved within the decision making of the setting and learn more about the Early Years Foundation Stage. A vast array of information is displayed in the many notice boards including an 'I can' board for parents to share significant observations and achievements.

The relationship between the setting, local authority, professionals, other carers, settings and host schools in the local area are excellent. This valuable relationship that has been fostered is hugely beneficial for children as continuity of care and a smooth transition are effectively achieved.

The setting shows commitment to promoting an inclusive environment. Resources are attractively displayed, labelled with words and pictorial representations allowing children to access them independently. Although they do not have any children with English as an additional language, they do endeavour to support children with Spanish and French as their second language. The setting enables free-flow continuous provision of both indoors and outdoors. This is done well, however, occasionally staff are not deployed effectively outdoors in order to provide opportunities for them to interact and support children's spontaneous play to its full potential.

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage and employ an effective key worker system to support children to achieve good outcomes. They adopt a regular systematic approach to observe the younger children which informs their planning and the deputy monitors the older children through an effective tracker system against the early learning goals. Children are clearly making good progress from their starting points; however, some learning journals are not consistent in recognising the next steps for their progression. The setting values the children's contributions by displaying examples of children's art work, observations, posters and three dimensional construction models. This creates a purposeful learning environment.

The staff display a family ethos and create a nurturing environment. They develop good communication, language and social skills through circle and reflection times where they talk about what they have done at home and enjoyed playing with during the session. Children are well behaved and achieve awards for helping at the end of each session, encouraging them to respond effectively to guidance and instruction.

Children are beginning to develop an understanding of the wider world through participating in celebrations and accessing a sound range of resources that reflect positive images of different cultures, languages ethnicities, genders and disabilities. This develops their understanding of other communities and enriches children's understanding of communication. Children make good use of recycled materials and activities which enables them to contribute to the environment and their learning.

Children develop physical control during daily outdoor and indoor activities. Staff support them to manoeuvre wheeled toys and scooters around obstacles. Younger children have access to age-appropriate indoor physical play equipment to help them develop their physical skills, such as climbing stairs and balancing.

Children have good opportunities to explore different textures and sensory materials. They have opportunities to develop pre-writing skills in the construction area, make patterns with sand, experiment with water, manipulate 'gloop' and mould play dough. Staff make good use of the practical activities to support children's understanding of numbers, colours, shapes and weight. Children use their imagination well when baking in the domestic role play and dressing up in pirate attire. They enjoy developing their information technology skills with the computer, programmable toys, camera and they have access to talking pens and books.

Children are developing a desire to become increasingly independent in their personal care. Children are offered free-flow snack, water and choices for meals, which they can choose at home with their parents before the session or during the session at circle time. Staff use this opportunity to teach them the benefits of a healthy diet through discussion, picture texts and activities. This contributes

successfully to a healthy lifestyle.

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	1

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	1
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	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	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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