

Busy Bees @LPS

Inspection report for early years provision

Unique reference number EY422784
Inspection date 16/07/2012
Inspector Elaine Hayward

Setting address Ledbury Primary School, Long Acres, LEDBURY,
Herefordshire, HR8 2BE

Telephone number 07794 338226
Email emmad77@hotmail.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Busy Bees @LPS re-registered in 2011 due to a change in their legal entity to a Limited Company and having moved to a school site in 2008. It operates from a portacabin in the grounds of Ledbury Primary School, Herefordshire. The setting serves both the local area and the wider community. There is a fully enclosed area available for outdoor play. The nursery provision operates from 9am to 3pm, Monday to Friday during school term times. The out of school provision is open from 7.45am to 8.45am and from 3pm to 6pm during term time. The school holiday provision is open from 7.45am to 6pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time. There are currently 65 children on roll aged from two to four years in the nursery which provides funded early education for three- and four-year-olds and offers wrap-around care for the school nursery. Children are able to attend for a variety of sessions. The setting supports children with special educational needs and disabilities and children who speak English as an additional language.

Twelve members staff are employed across the provision. Eight hold appropriate early years qualifications at level 3. The manager is working towards a Foundation degree in Early Years and two staff are working towards a level 3 qualification. The setting receives support from the local authority and works in partnership with the local school and other settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in a setting where staff work well to provide an environment where each child is clearly respected and valued. Children make good progress in their learning and development as they enjoy a wide range of activities which meet their interests and stage of development. Partnerships with parents and other professionals are strong in order to meet the individual needs of children. Highly effective progress has been made since the last inspection, although, there is scope to further extend some aspects of the educational programme. A shared vision and effective system of self-evaluation and reflection of their provision is in place to ensure continuous improvements are sustained.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to see their names written.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures which have been fully reviewed ensure that children are well protected from the risk of harm. Since the last inspection, staff have also undergone further training and are clearly aware of their roles and the actions to take should they have concerns about a child in their care. There are sound recruitment procedures with a comprehensive induction programme. This is supported by regular staff meetings and appraisal systems which identify and ensure training and qualification opportunities are in place for all staff. Detailed risk assessments, procedures and vigilance further support children's safety.

Since the last inspection highly effective and rigorous changes have been made. There is clear guidance in place to ensure the committee and management team clearly understand their roles and responsibilities. Records of learning and development, along with strategies to maximise parents' involvement in their children's learning, have been fully reviewed with major changes made to very good effect. The self-evaluation process is now robust and is used to monitor these changes and the effectiveness of the provision. Management and staff are able to effectively highlight areas for improvement and the action to take in order to maintain improvements and improve outcomes for children. Staff work well as a team. All share a common vision and commitment, embedding ambition and driving improvement. A comprehensive range of policies, procedures and documentation support their practice. Children benefit from a wide range of good quality resources to meet their individual needs and interests.

Equality and diversity lie at the heart of the setting in order to provide inclusion for all. Effective systems are in place to support children and families who speak English as an additional language. Children with special educational needs and disabilities are particularly well supported by knowledgeable and caring staff who maintain close links with any other professionals involved. The provision works closely with other settings, having very close links with the LEA school and nursery on site to enhance coherence and continuity in children's care and learning. Partnerships with parents are highly effective with clear sharing of information through the key worker system, daily discussions, newsletters, notice boards, learning journals and parent evenings. Parents speak very highly of the setting. They are clearly encouraged to become involved in the setting and in their children's care and learning.

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

Children are happy and confident in the setting. Staff get to know the children very well and are confident in their knowledge and understanding of how children learn. As a result, children settle quickly and feel safe and secure. Planning centres around the views and interests of the children, supported by an effective key worker system that enables staff to observe, assess and plan the next steps for

children. As a result, children make good progress towards the early learning goals given their age, ability and starting points and they experience a wide range of exciting and stimulating activities which meet their interests and stage of development.

Choice and independence are encouraged and well supported as they choose their activities and help plan on the picture board what else they would like to do. Children choose when and what to have for their healthy snack. They are keen to help tidy up as they join in with the 'time to tidy up' song at the end of the session. Children learn right from wrong, say please and thank you and behave well, responding to staff who act as good role models and the 'value of the month'. They learn about keeping safe, share and support each other at the computer. They are gentle and understanding of children who may have additional needs.

Children are well supported in their play by staff who enthusiastically join in. There is much laughter as they play parachute games. Children are supported as they compare the size of their hands with those of the staff as they hand and finger paint. Children and staff listen to each other at circle times. They sing their 'hello' song, naming the children and staff, including visitors. They support and then clap and cheer as a child touches and counts the number of children present. They listen intently to the adventures that 'Busy Bee' has had with a child over the weekend. They love to take home and care for the soft toy. Children are involved as they listen to story books, read animatedly and excitedly by staff who ask them questions about what is happening and what might happen next. Older children thoroughly enjoy and are totally absorbed as they show confidence in their 'sounds', joining in with the soft toy frog called 'Fred' during their 'letters and sounds' sessions. They clearly listen and recognise 'a' is for apple, suggesting other words and names and confidently 'writing' the letter in the air. They support each other and there are cheers all round as they do the 'marshmallow', 'firework' and 'tomato ketchup' claps. Children see exciting displays and labels in both English and other languages, although, they do not have many opportunities to see their own written names at their level.

Children learn about being healthy and physical exercise as they freely access the outdoor areas in all weathers. They love to examine the bugs in the bug hotel, play in the tepee or make dens. They learn about healthy eating as they plant and grow in the outdoor areas, enthusiastically restoring the allotment. Children learn about the wider world as they become involved in the wider community. For example, they participate in charity fundraising events and go to see the Olympic torch pass through their town.

Children receive ongoing praise and support for their achievements. Their self-esteem is well supported by caring and knowledgeable staff who enthusiastically join in with the children and who know them so well. Fun and laughter is evident along with concentration and involvement. Children are motivated to achieve and develop positive attitudes to learning. They are supported to become independent, active and inquisitive learners and this helps them develop skills for 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?	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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