

St Paul's Busy Bees Pre-School Nursery

St. Pauls Church, Arrowsmith Road, CHIGWELL, Essex, IG7 4NZ

Inspection date	13/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Leaders and managers have a strong shared ethos which inspires staff to meet children's individual needs.
- Staff put children's personal, social and emotional well-being at the heart of everything they do, which gives children very good skills for the future.
- The key person system is used effectively to give children a strong sense of security.
- The routine optimises the time for children to enjoy free play and set their own challenges, which enables them to learn at their own pace.

It is not yet outstanding because

- The systems for monitoring and evaluating practice maintain the setting's good quality, but do not stretch and challenge staff into achieving excellence.
- Some creative activities have set outcomes which limits children's creativity and their opportunities to explore materials.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play in and out doors.
- The inspector interviewed the manager and staff about their work.
- The inspector examined samples of documentation.

Inspector

Susan McCourt

Full Report

Information about the setting

St. Paul's Busy Bees Pre-School registered in 1993 but re-registered in 2011 when the existing manager took over from the previous owner. It is a voluntary organisation and run by the management committee of St. Paul's Church and has a Christian ethos. The setting operates from the premises of St Paul's Church, which is situated in Chigwell within the London borough of Redbridge.

Children have access to two large halls, one large room and associated facilities. There is an enclosed sensory garden and an outdoor play area. The pre-school operates Monday, Tuesday, Thursday and Friday, term-time only. Sessions operate from 9.30am to 12.30pm, and they also offer afternoon sessions from 1.30pm to 4.30pm on Monday, Tuesday and Friday. The pre-school has a lunch club, so children can stay all day.

The pre-school currently caters for 50 children at any one time, aged from two years to five years and there are currently 68 on roll. The setting supports children with special educational needs and/or disabilities and children who use English as an additional language. The pre-school receives funding for early education for children aged two to four years. The pre-school employs 20 staff including the manager; of these, all but two hold a relevant early years qualification. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the programme for expressive arts and design by encouraging and supporting the inventive ways in which children add or mix media, and to provide opportunities for children to find their own ways to represent and develop their own ideas
- improve the rigour and effectiveness of the evaluation and monitoring systems to set challenging targets for improvement with particular regard to improving the enabling environment in order to promote children's critical and creative thinking

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the Early Years Foundation Stage and know how children learn and develop. The learning environment offers children a broad range of activities across all the areas of learning both in and out doors. Staff foster children's independence well, giving them skills in sharing, taking turns and being cooperative. This gives children a strong foundation of skills, preparing them well for the next stages of their learning and their transition to school. Children with English as an additional language benefit from staff skills in using gesture, facial expression and significant words from the child's home language to build communication.

Staff provide a stimulating play environment which children explore freely. Most creative activities are open-ended for children to explore paint and other media. However, staff plan some creative activities with a specific goal in mind, and limit the colours and style of the children's work, restricting their exploration. Children settle to purposeful play as soon as they arrive and enjoy the wealth of experiences on offer such as playing in the well-equipped home corner or picking blackberries for snack time. Staff work closely with parents to support children's learning from the first day. They observe and note children's starting points and plan activities which provide interest and challenge. As a result, children are engaged and absorbed in their play throughout their time in the setting. Staff

compile accurate and individualised records of children's achievements, and meet regularly with parents to discuss children's development. Children make good progress from their starting points as a result.

The contribution of the early years provision to the well-being of children

The staff at the setting share a strong ethos in building children's skills in the prime areas of personal, social and emotional development and communication. Consequently, they build warm, close relationships with the children in their care, and the joy with which children and adults play is evident at all times. Children have good opportunities to form settled and secure bonds with their key person, and can use that secure base to explore with confidence.

Children learn good behaviour management techniques and self-control. For example, children waiting for a turn with a favourite toy know that they will have it soon, so do not need to get upset or cross. They enjoy taking responsibility for tidying up and helping with tasks. Staff are strong role models in this regard. Children can be confident when learning new skills as staff are consistently on hand to provide sensitive support. For example, children can experiment with using slides of increasing height to see which one suits them best. Children enjoy a healthy diet in the setting. They benefit from playing outside in all weathers as they have water proof clothing at hand. Children learn good skills in their personal care as they can use all the facilities independently.

The effectiveness of the leadership and management of the early years provision

Staff have a good knowledge and understanding of how to keep children safe. They have robust procedures for safeguarding and know what to do should they have concerns about the welfare of a child. They keep their knowledge of child protection up to date by attending training regularly. Children's safety is given the highest priority in the setting and staff undertake daily checks, regular fire drills and keep the building secure at all times. All the documentation that underpins children's well-being is accurately maintained.

The manager has a well-established staff team and uses staff appraisals to develop their skills and monitor their effectiveness. Her commitment to their professional development is evident in the qualifications and frequent courses they undertake. The manager carries out the self-evaluation process in consultation with parents and staff. They make well-judged experiments with routines and activities to seek improvements. However, this process can lack challenge, so although the good practice is maintained, it is not aiming for excellence. The manager oversees the work of key persons to monitor the curriculum and the quality of the assessment. This has resulted in strong consistent practice from all members of the team.

The staff work closely with parents to build a working partnership. Parents greatly value the care that their children receive and enjoy seeing the progress their children make.

Parents can be on the management committee which means they are able to make a strong contribution to the running of the setting. Parents can see their child's key person at any time, and also have three, more formal, meetings a year to discuss children's development. The well-established staff team have initiated good relationships with other settings locally and liaise with receiving schools to support children when they move on.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY437163
Local authority	Redbridge
Inspection number	785094
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	50
Number of children on roll	68
Name of provider	The Committee of St Paul's Church
Date of previous inspection	Not applicable
Telephone number	07985476284

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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