

Busy Bodies Pre-School

Melling (St Wilfrid) C of E Primary School, Lodge Lane, Melling, Carnforth, Lancashire, LA6 2RE

Inspection date	12/11/2012
Previous inspection date	19/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Warm, caring relationships have been established between the children and the staff, which ensures that children settle quickly and enjoy their time at the setting.
- Children are happy, motivated and interested in their play. They show good levels of independence, curiosity and demonstrate positive behaviour towards others.
- Children enjoy a wide range of exciting and challenging activities that take into account their individual interests to help them develop skills in all areas of their learning and development.
- Partnerships with parents, external agencies and other providers are well established and effective. This ensures that all children, including those with additional needs, receive a good level of support and consistency in their care and learning.

It is not yet outstanding because

- The self-evaluation process has not been recently reviewed to analyse information gathered in order to further inform future plans and priorities to ensure best outcomes for the children.
- The process for the supervision and monitoring of staff and appraising their professional practice is not yet completely embedded to fully support their professional development on a regular and ongoing basis.

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 activities in the hall and the outdoor play area.
- The inspector held meetings with the manager and spoke to the members of staff and children during activities.
The inspector looked at a sample of children's learning journals, planning documentation and operational files consisting of policies, risk assessments and staff qualifications and suitability documentation.
- The inspector took into account the views of parents spoken to on the day of the inspection and those documented in parental questionnaires.

Inspector

Sandra Williams

Full Report

Information about the setting

Busy Bodies Pre-School has been registered since 2004 and is registered by Ofsted on the Early Years Register. It is managed by a committee and operates from the school hall within Melling St Wilfred Church of England Primary School. There is a fully enclosed area available for outdoor play. The pre-school is open on Monday and Wednesday afternoons from 12.30pm until 3pm during term time only.

There are currently five children in the early years age range roll. The setting is in receipt of funding to provide free early years education for children aged three and four years. The setting supports children with special educational needs and/or disabilities. There are two members of staff who work with the children. Both hold appropriate early years qualifications to a minimum of a National Vocational Qualification at Level 3 and the manager is working towards a foundation degree in early years. The setting receives support from the local authority advisors and 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:

- review the self-evaluation systems by incorporating recent views of parents and children to inform future plans and priorities to ensure best outcomes for the children
- extend the supervision and appraisal system to fully support staff's professional development on a regular and ongoing basis.

Inspection judgements

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

Children enjoy a wide range of stimulating activities which are well planned by the staff who have a good knowledge of the seven areas of learning. Detailed information is gathered from parents about the children when they first join. The pre-school is very small and so both members of staff get to know all of the children's interests and individual requirements very well. The staff skilfully use their knowledge to inform the individual planning for each child. Staff use the guidance 'Development Matters in the Early Years Foundation Stage' to accurately assess and track children's progress and plan for the next steps in their learning. Staff confirm that all children, including those with special educational needs and/or disabilities, are progressing well towards the early learning goals, given their starting points. All children receive individual attention from the caring and enthusiastic staff group. They enjoy a good balance of adult-led and child-initiated activities based upon their individual interests.

Children are developing good skills in their communication and language as they are encouraged by the staff to talk and learn new words during their play. They develop their vocabulary as the staff skilfully ask them questions during water play. They are provided with various items, such as corks and they learn that they 'float' in the water and do not

'sink'. They experiment with ice cubes and comment how 'cold' and 'smooth' they are and they correctly predict that they 'melt' when put into the water. They are learning the sounds of letters and many are able to identify the letters of their names. The children are also able to recognise their names on their coat pegs and on their place mats used at snack time. Parents are actively encouraged to support their children's learning and are welcome to take story sacks home to read with the children to extend their learning at home.

Children are also making good progress in their mathematical skills. As they play with plastic and glitter letters they thoroughly enjoy the challenge of recognising different numerals. When the member of staff holds up the numbers '1' and '0' together the children are able to name the number as 10. They are also able to recognise shapes and name them, and comment that the '0' looks like an oval shape. The children are developing good skills in using a wide range of information and technology equipment and learn how things work. For example, they choose to play with remote control toys, but when one of them does not operate properly they know that it is because the batteries need changing. The children are provided with very good equipment and props to encourage their imaginative play. They use magnifying glasses to study natural objects in their role play tree house and torches to play in their tents during a role play camping session instigated by one of the children. Their creativity is also promoted well as they help themselves to craft resources and paints to create bonfire pictures using colours, such as gold, red and orange. The children also learn about different cultures through celebrating festivals and playing with resources that promote positive images of diversity.

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

Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with the staff. This secure and safe environment helps them to develop self-confidence to join in and try new activities. Children's behaviour is positive due to the gentle guidance provided by the staff. For example, children are encouraged to display good manners and say 'excuse me' when they want to pass somebody. The display boards showing children's photos and drawings of different emotions and expressions are effective in helping children to recognise feelings and learn how to deal with their own emotions and those of others. This helps them to show sensitivity towards other people's feelings and to form positive relationships with their peers.

Children have frequent opportunities to enjoy fresh air and exercise in the well-equipped outdoor play area. They develop good physical skills, such as balancing and climbing, as well as running around waving their colourful ribbons in the air. Their understanding of safety is developing, for example, when playing outside they know that the grass is wet and slippery so they only run on the path so that they do not slip over. The children develop good self-care skills as they learn to dress in suitably warm clothing before playing outside. They also wash their hands before eating their snacks. They learn about the importance of a healthy diet as they choose from a selection of healthy food, such as fruit, for a snack.

The colourful and welcoming environment is attractively decorated with children's art work and a variety of interesting wall displays and photographs. This, together with the friendly and reassuring staff, ensures that the children feel safe and their emotional well-being is secure. The learning environment enables children to independently choose from a wide selection of resources that are clearly labelled and are easily for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children are well supported in their transitions when it is time for them to move on to school due to the close working relationships that exist with the school staff.

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

The manager and the member of staff work very well together and are committed to ensuring that the children in their care are kept safe and secure. They have both undertaken safeguarding training and have a very good understanding of the safeguarding and welfare requirements. The thorough procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. Effective risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children. Staff are trained in paediatric first aid and are therefore prepared to deal with any injury or accident should this occur. The security of the pre-school is good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises.

Effective induction systems ensure that staff are clear about their roles and responsibilities. Their professional development is encouraged through regular training and liaison with the local authority advisors. There is a system in place for the appraisal, supervision and monitoring of staff's professional practice. However, the process is not yet completely embedded to fully support their professional development on a regular and ongoing basis. Consequently, opportunities for staff to consolidate their knowledge and practice and further develop their skills are not yet fully implemented. The manager and staff have a good understanding of the learning and development requirements and provide a wide range of activities to help children progress to the early learning goals. There are effective systems to observe, assess and monitor each child's progress and ensure that they are appropriately encouraged and challenged in their learning.

Positive partnerships between staff and parents ensure that children's needs are very well met. Parents spoken to express their satisfaction with the service provided, stating that the staff are sensitive to their children's individual needs. Parents choose to bring their children to this setting even though, for some, it involves a substantial journey. Parents are kept well informed about their children's progress through daily discussions with their child's key person, written information and the children's learning journals. Newsletters and the webpage also help to keep parents informed. Partnership working with external agencies and professionals when required is effective in ensuring that children receive a high level of support to help them make good progress.

The manager undertakes a reflective and evaluative approach to the service provided and is committed to developing practice and ensuring continuous improvement. She evaluates activities provided and ensures children remain interested and motivated in their learning. She seeks the views of parents through discussions and questionnaires. The self-evaluation process has not, however, been updated recently in line with the new framework and does not currently include the contributions and views of parents and children to inform future developments.

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.

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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	EY280656
Local authority	Lancashire
Inspection number	819972
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	5
Name of provider	Busy Bodies Pre-School
Date of previous inspection	19/01/2009
Telephone number	01524 221 538

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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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