

Busy Bees Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	106924
Inspection date	02/03/2007
Inspector	Nigel Lindsay Smith
Setting address	St Peters Hall, St Peters Church, The Drive, Henleaze, Bristol, BS9 4LD
Telephone number	07949 225 350
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Registered person	Busy Bees Pre-School Playgroup
Type of inspection	Integrated
Type of care	Sessional care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website:
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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Busy Bees Pre-School Playgroup is committee run, and led by a manager who has particular responsibility for the overall organisation and the daily management of the group. It opened in 1999 and operates from the lesser hall, kitchen, toilets and the rumpus room at St Peter's Church Hall, Henleaze, Bristol.

A maximum of 24 children may attend the setting at any one time. The pre-school opens from 09.15 to 11.45 on Tuesdays, Wednesdays and Thursdays, and from 12.30 to 14.45 on Mondays and Fridays. All children share access to a secure enclosed outdoor play area.

There are currently 34 children from two to five years on roll. Of these, 27 children receive funding for early education. The setting mainly serves the local and surrounding area. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs four members of staff. Of these, two have appropriate early years qualifications and one is currently working towards a recognised qualification. The setting receives support from a teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to understand about the importance of healthy eating as they enjoy their snacks of fruit and a drink. They choose when to come to the table and eat so that they do not have to interrupt their play. Snack time is a good social occasion. Children have free access to drinks so that they do not become dehydrated. Their health is well protected as staff find out about any allergies they have. The risk of cross infection is reduced as children wash their hands before eating, staff ensure that the premises and equipment are kept clean, and children do not attend if they are ill.

Clear records of accidents, shared with parents, enable them to look out for any further symptoms and arrangements to request parents' written permission for the seeking of emergency medical advice help to prevent unnecessary delays.

Children enjoy good use of the outside area for physical exercise. They balance on 'mushrooms', climb, and negotiate their way round on tricycles. When they are unable to go outside they have use of a room where they can take part in activities such as using the parachute. They develop their small muscle skills through activities such as manipulating scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy premises which are well-organised, with a role play area, book corner and a good choice of areas to carry out table top and floor based activities. Attractive displays such as a large beanstalk made by the children, and a wide range of posters, which are changed regularly, help the children to enjoy their time at the setting. The outside area is very well used and provides a stimulating environment, with a playhouse, chalkboards and equipment which can be left out.

Children are well cared for as staff are rigorous about safety. The use of a thorough written risk assessment ensures that the premises are safe. Children move freely as the areas used by them are secure; the toilets are adjacent to the playroom and can safely be used independently, and the outside area is fully enclosed.

Children are well-protected in the event of a fire as smoke detectors are regularly checked and fire evacuation drills are practised and recorded.

Children's activities are supported by a good range of high quality equipment which meets safety standards and is regularly checked.

Children are safeguarded as the setting has effective arrangements for identifying and referring any child protection concerns and staff have a clear understanding of their responsibilities. Children are only handed over to people who have been identified to the staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly as the activities are interesting and varied. At inspection children confidently choose from a farm and animals, dressing up clothes, items to make a collage linked to the 'growing' theme, and construction activities. They also have free use of the outside area. Children are relaxed and move enthusiastically and confidently between activities. They then develop their social skills as they sit together with staff who introduce themselves, any other adults present and say hello to each child in turn before explaining how to use all of the activities offered. Children are interested and respond keenly, for example by telling staff about animals that come out at night, such as owls and bats. They play well together, sharing use of toys.

Nursery Education

The quality of teaching and learning is good.

Staff demonstrate a good understanding of the Foundation Stage as the written plans are clearly linked to the learning outcomes. Staff use written observations to identify each child's achievements, and discuss how to work with individual children.

However, these plans are not recorded so that staff do not have a written plan for the next steps to be taken for individual children.

Children develop good self help skills, for example taking themselves to the toilet and putting on their coats to go outside. They learn to share the tricycles outside and to take turns to talk in a group, listening to others. They enthusiastically respond to stories, for example saying 'fee, fi, fo, fum' when a giant is mentioned; they enjoy the rhyme and repeat it. They enjoy handling books and writing their names, such as on the stem of a flower they have made. They have good opportunities to practice writing through menus and bills provided in the role play area. A child spontaneously recounts the Goldilocks story that they remember from previous weeks.

Children count each other and the staff. They experiment with rulers as staff notice that the flowers are growing in the garden; they measure the shed and the adults. They talk about who is the tallest in their family, and describe a construction they have made as 'very tall'. They compare weights and capacity through varied activities such as cooking and using different containers in the sand tray.

Children have good opportunities to learn about the world; they build and construct and they learn about the growth cycle through planting and observing flowers. A child points to a sunflower poster and says 'it grows big with rain and sun; the flowers in my garden are small'. They use magnifying glasses, for example to look at ice, they control powered cars and they enjoy hearing stories through a listening centre.

Children design and make flowers using a range of materials and learn to use sellotape to stick and scissors to cut. They sing 'bean' songs to link with the theme of growing and use their imagination in putting on a puppet show for staff. Staff encourage their imaginative play well.

Helping children make a positive contribution

The provision is good.

Children's good behaviour is encouraged through the staff making good relationships with the children and occupying them well. They set clear expectations, such as asking them not to distract others at story time. There are appropriate strategies for managing more challenging behaviour, although the policy does not fully reflect the group's practice.

Children's spiritual, moral, social and cultural development is fostered.

Children become aware of wider society through using good resources which reflect a range of cultures, such as multi-cultural figures and musical instruments. Staff vary the choice of resources through using a specialist resource centre. Children with special needs are well-supported as the setting works closely with any other people involved, and ensures that they are fully included in the provision.

Partnership with parents is good. Parents receive thorough information about the Foundation Stage at an introduction evening. They can access the current plans on the notice board, and discuss their child with staff. They receive a folder about their child's time at the setting when they leave, with photos of their activities. Parents are encouraged to play a part in the pre-school through attending sessions as helpers, and through membership of the committee. Parents interviewed during the inspection were positive about the setting, and the pre-school carries out an annual questionnaire, which indicates that parents are happy with the provision.

Organisation

The organisation is good.

Staff organise the resources well to provide good quality play opportunities for the children. Recruitment and vetting processes are rigorous. Records are thorough and kept confidentially for the required length of time.

Leadership and management is good. There is a good ratio of adults to children and staff are deployed well to support the activities. Induction arrangements support staff's learning and an ongoing appraisal system is in place. Staff are supported with professional training, and encouraged to take part in additional training events. Regular meetings involve all staff in planning and discussing observations of the children. The setting encourages parents to comment on the provision.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure effective induction for parents and carers who are working alongside staff. This has been achieved, with clear guidelines. They were also asked to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice; this has been achieved. They were asked to further develop and complete the operational plan, and review policies, which has been achieved as all policies are clear, although the behaviour management policy does not fully reflect practice as covered by the recommendation. They were also asked to make the fence safe, which has been achieved.

At the last inspection of nursery education the setting was asked to ensure good staff knowledge of the Foundation Stage, which has been achieved and to link assessments to planning. This has been achieved, although it is not recorded, as covered by the recommendation. They were also asked to review the environment to ensure good nursery education practice, which has been achieved through establishing accessible resources and identifiable areas for the children.

Complaints about the childcare provision

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the behaviour management policy to fully reflect strategies used.

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that observations are used to identify the next steps in each child's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website: www.ofsted.gov.uk