

Two Bees Pre-School

Greenhill Community Church, Charnborough Road, COALVILLE, Leicestershire, LE67 4SF

Inspection date	11/04/2013
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and enjoy attending this welcoming setting. They settle well and follow a familiar routine. This helps children to form secure attachments with practitioners and develop a sense of belonging.
- Children play independently, are able express their ideas through role play activities and have good opportunities to play outdoors.
- Clear targets for improvement are in place so that the setting can prioritise and strengthen the service it provides to benefit children.

It is not yet good because

- Practitioners do not always shape teaching and learning experiences for children through their interactions during spontaneous and chosen activities throughout the session.
- There is scope to improve the indoor learning environment to support children's concentration by limiting noise and making spaces visually calm and orderly.
- Children do not always have easy access to resources to develop their mathematical and problem-solving skills.
- The setting has yet to fully consider a range of strategies to support children who speak English as an additional language.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main playroom and the outside learning environment, and children having their lunchtime meal.
- The inspector held a meeting with the provider and acting manager, and talked to practitioners and children during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, a range of policies and risk assessments.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Two Bees Pre-School opened in 2004 and re-registered under its current ownership in 2009. It is registered with Ofsted on Early Years Register and operates from Greenhill Community Church in the Coalville area of Leicester. Children use the main hall for play, with access to associated bathroom facilities. There is a fully enclosed area at the side of the building for outdoor play. The nursery serves the local area and is accessible to all children.

The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and two hold level 2. The setting is open Monday to Friday during school term times. Sessions are from 9.15am until 1pm. Children attend for a variety of sessions. There are currently 37 children on roll in the early years age range. The setting provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- shape teaching and learning experiences by increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities.

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

- encourage children to engage in a wider range of activities to promote their mathematical and problem-solving skills by making resources more accessible, such as puzzles and building bricks
- improve the arrangements for supporting children who speak English as an additional language to further support their communication skills
- review the organisation of the playroom to aid children's concentration skills and further support their learning and development.

Inspection judgements

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

Children arrive at the setting with confidence and are eager to start playing. They explore the room and immerse themselves in imaginative play in the home corner and shop area. Dolls, pushchairs and bags are gathered together as they pretend to go shopping. Children's physical skills are developing well; they like to play with large cardboard boxes, crates and baskets. They show good skills in climbing, balancing and jumping. Practitioners have a suitable knowledge and understanding across all areas of learning. Planning and assessment systems have been reviewed in light of the revised learning and development requirements. Practitioners use their observations to plan activities based on children's interests. Children enjoy a balance of free play and planned activities, both indoors and outside, which enable them to make steady progress towards the early learning goals. During planned activities and group focus time, practitioners generally question children appropriately to stimulate learning. However, practitioner interaction does not always support children's learning during their spontaneous play and chosen activities. Parents are provided with an early summary report of their child's first few sessions at the group. This shows parents the activities children enjoyed as they settled in. Learning journey records are regularly shared with parents and give an overview of the progress children are making over time. Photographs and artwork included in the folders depict children's enjoyment during activities.

Children's personal, social and emotional development is fostered generally well. They have opportunities to develop their independence in the self-service snack area, make choices about their play and become independent in their personal care. Practitioners are clear about the focus on the prime areas of learning for the younger children in the group. They talk to parents at the point of admission about the children's starting points in their learning and interests. This helps practitioners to plan learning and development experiences for individual children. Children have suitable opportunities to be creative. A range of paper, glue, paint, and other materials are available for children to use. They particularly enjoy mixing glitter and paint for their creations. Children spend time in the book corner, sitting with their friends looking at books, and practise their early writing skills using pencils and paper. Children use their imagination and enjoy building dens, making use of tables, blankets and cushions. During circle time, children sit and listen to the plans and activities available for the session, and practitioners use pictorial cards to remind children about the boundaries and rules of the group. Children respond well and talk about kind hands and sharing. During key person focus time, children sit in small groups to sing nursery rhymes and numbers songs, listen to stories and play circle games.

Children have good opportunities to play outside in the new garden area, which they thoroughly enjoy. They consider the use of space and others using the area while pedalling their bikes, they enjoy filling containers in the sand, and have fun while trying to keep the ball on the wooden plank as they roll it to each other. Children enjoy playing in the outdoor construction area; they play with tool kits, have clipboards for writing, build with bricks, and use toys such as binoculars and cameras. They further develop their understanding of the world and grow vegetables, such as carrots and potatoes, and take

part in fundraising activities. Visitors to the group, such as community police officers, help children understand about people who help them.

The organisation of the environment and resources mostly supports children's learning and development. However, children do not have easy access to resources to promote their mathematical and thinking skills, such as puzzles and building bricks. Children have plenty of space to move freely around the large hall and do this with confidence. However, there is scope to improve the organisation of the room to further support their concentration skills by limiting noise and making spaces visually calm and orderly.

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

Practitioners are kind, reassuring and effectively support children to settle and feel secure. They make sure children's individual needs are met throughout the session. A daily routine provides younger children with reassurance about what will happen next. On arrival, children can help themselves to snacks, and know to take their name card to the self-service snack area and wash their hands before eating. Some children return to their play and wait for a space to become available at the table. Children sit together and enjoy a variety of healthy snacks, such as cereals, milk and fresh fruit. They take on some responsibility as they help to tidy away toys. Some children stay for lunch, and this is a sociable occasion where they sit together and chat. This helps them become familiar with the routine of a school day, and promotes their confidence and independence. The key person system works well, and children form secure emotional bonds. Parents are also provided with the opportunity to build positive relationships with their child's key person, and exchange key information to ensure their children's needs are met.

The setting takes positive steps to eliminate risks to children and keep the premises safe and secure by conducting daily risk assessments in all areas used by the children. Practitioners help children to understand the rules about sharing, using kind hands and how to keep themselves safe. They offer praise to children for their achievements. They explain how to use equipment and resources in a safe way and involve children in the emergency evacuation procedures. Children learn about road safety on outings, and put on their high-visibility vests before they leave the building to go to the outdoor play area. Equality of opportunity is promoted generally well and children take part in activities to develop their understanding of a wider society. They play with toys and resources depicting positive images of diversity, such as play figures and books, and learn about different festivals and celebrations throughout the year, for example, Easter and Diwali. However, there is room to improve the information gathered at the admission stage to support children who speak English as an additional language, to further enhance their communication and language development.

Children's health and well-being are fostered appropriately. Their specific health, dietary needs and allergies are well documented and understood by the practitioner team. A healthy lifestyle is encouraged and children keep active with plenty of opportunities to play outdoors and by taking part in physical play indoors.

The effectiveness of the leadership and management of the early years

provision

Safeguarding procedures are secure, and practitioners are aware of the procedures to follow should they have any concerns about a child in their care. The safeguarding policy is shared with parents and this ensures they are well informed about the provision and assured about their children's welfare. Appropriate checks are in place for all practitioners to ensure their suitability to work with children. The management team are quick to respond to any safety or practice issues that arise. They make sure children are not able to access other rooms within the building, and have recently reviewed the procedures to ensure children's safety while moving from the indoor area to the new outdoor play space. Sufficient staff supervise children at all times and their deployment is effective. Risk assessments are reviewed, fire evacuation procedures are clear and risk assessments are completed for any outings. All the required documents are in place to meet the welfare requirements of the Early Years Foundation Stage; they are maintained effectively and stored to ensure confidentiality. Suitable systems are in place for the induction of new practitioners, and supervision meetings and appraisals help identify any future professional development needs.

Practitioners create an environment that is welcoming and secure, where children are helped to learn through play and develop confidence. Parents are warmly welcomed into the setting and encouraged to be involved in their child's learning at home. They are provided with a range of useful information and the opportunity to talk to staff at arrival and collection times. Learning journey folders are accessible in the playroom, together with a folder containing information about the aims of the setting, how children learn through play, the areas of learning and key person groups. Parents spoken to say they are happy with the setting, their children enjoy attending and they are pleased with the progress their children are making. The setting has a clear understanding of the importance of working in partnership with other providers, to ensure smooth transitions in the children's next phase in their learning. They have established links with local schools and nurseries, external agencies and professionals to ensure appropriate intervention for children who may need additional support, such as the speech and language therapist.

The provider and acting manager are focused on quality improvement to help the setting move forward to benefit children, and are working closely with practitioners and the local authority early years team to achieve this. The educational programmes, range of activities and experiences planned help children make sound progress in their learning. The acting manager monitors the assessments staff make and the educational programmes on a regular basis to ensure that a suitable range of activities and play experiences are provided for the children. In addition, practitioners monitor children's individual learning and development, and make sure they put plans in place where any gaps in learning are identified. As a result, the assessment of children's progress is consistent across the pre-school.

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 action. 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	EY398296
Local authority	Leicestershire
Inspection number	879324
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	37
Name of provider	Belinda Jayne West
Date of previous inspection	21/01/2010
Telephone number	07974 735620

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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, which are usually the childminder's 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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