

Little Busy Bodies Pre School CIC

Stanville Primary School, Stanville Road, BIRMINGHAM, B26 3YN

Inspection date	17/06/2013
Previous inspection date	14/09/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Observations and assessments are not used to plan a wide range of learning experiences which reflect children's individual interests, or groups of children, such as those with special educational needs and/or disabilities and who speak English as an additional language. As a result, not all children make sufficient progress.
- Children are not assigned to a key person, which means their individual needs and emotional well-being are not adequately supported. Furthermore, staff do not complete the required progress check at age two to see if children are making suitable progress.
- Children's safety and welfare is compromised because some procedures for safeguarding children are ineffective.
- Children experience inconsistencies in staff practice due to lack of training and support to enable them to deliver a successful educational programme.
- A number of requirements of the Early Years Foundation Stage are not fully met because self-evaluation is not used to identify and prioritise areas for improvement.

It has the following strengths

- Children develop their independence as they access a range of toys which are stored at their level.
- Some appropriate procedures are in place to support children who also attend the nursery class at the school, which promotes continuity in their learning.

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 pre-school and in the outdoor play area.
- The inspector spoke to the manager, committee members, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at a sample of staff's and children's records and procedures relating to safeguarding.

Inspector

Kashma Patel

Full Report

Information about the setting

Little Busy Bodies Pre-School was registered under new ownership in 2011. The pre-school is registered on the Early Years Register and managed by a committee. It operates from two large rooms in a separate building within the grounds of Stanville Primary school. Access to the building is via a ramp. There is a secure enclosed area for outside play. The pre-school is open from 8.45am to 3.15pm each weekday during the school term. The pre-school provides a wrap around service in conjunction with the school nursery and serves the local area. The pre-school has strong links with the school.

There are currently 63 children attending who are in the early years age group. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs seven members of staff. Five staff hold appropriate early years qualifications at level 3. One member of staff is working towards a qualification at level 3 and one member of staff is working towards a qualification at level 2. The pre-school receives support from the local authority and works in partnership with other professionals.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that the premises are safe and secure so that children cannot leave unsupervised

ensure effective procedures are in place to assess potential hazards to children in the outside play area and demonstrate how these risks will be minimised to keep children safe.

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

- consider the starting points, individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- review children's progress when children are aged between two and three years and provide parents with a short written summary of their child's development in the prime areas
- provide opportunities for children to develop and use their home language in their play and learning at the setting, supporting their language development at home
- improve procedures and support for children with special educational needs and/or disabilities, including the identification of how the individual needs of children will be met and how reasonable adjustments will be made for them
- improve planning so it accurately matches activities to children's individual needs, and ensure observations and assessments are carried out frequently and are accurate and precise enough to help build on children's progress
- provide each child with a key person who ensures that children's learning and care is tailored to meet their individual needs and who works closely with parents to help the child become familiar with the setting
- put in place appropriate arrangements for supervision of staff to ensure they are provided with support, coaching and training to bring about continuous improvement of the provision.

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

- devise and implement a thorough self-evaluation process, for example, by: including the views of parents and children to identify strengths and areas for development; devising an action plan to overcome weaknesses that have been highlighted as a result of the process.

Inspection judgements

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

Although children have access to a suitable range of resources which support the seven areas of learning, staff do not use these to provide enough interesting activities to challenge and motivate all children. This results in some children lacking enthusiasm for learning and restricts the progress they make. Staff do not collect enough information from parents about children's interests and starting points. This means they are not fully aware of what children are able to do, or able to use such information to plan for the next step in their learning. As a result, planning and activities are not always matched to the needs of individual children. This means that some children do not make sufficient progress in their learning and are not gaining a broad enough range of skills in readiness for school. Furthermore, observations are not carried out frequently and the information gained from the occasional observations that do take place, is not used to identify or plan for the next steps in children's learning. This means staff do not have an accurate understanding of where children are in their development. In turn, this restricts their ability to plan activities which provide children with enough interest and challenge to support their learning.

Despite these weaknesses, some staff do engage with children on a one-to-one basis, helping them to improve their communication skills. For example, children look at books and listen to stories, which supports their vocabulary. Younger children enjoy action songs and rhymes to support their communication. However, the setting cares for children who speak English as an additional language and procedures are not in place to support children to use their additional language in the setting. The setting also cares for children with special educational needs and/or disabilities. However, on some occasions when the child's key person is not present, other staff are not aware of what to plan for children to ensure their needs are met. As a result, children do not engage in the activities available because they are not appropriate for them. They show little interest in their learning and wander around the setting aimlessly. Some older children initiate their own learning and ask staff to join in their play. For example, children develop their imagination and writing skills as they pretend to go shopping; they use clip boards to make lists of items they want to buy from the shop. Staff support children's learning on this occasion as they make further suggestions of what to add on the list.

Staff are not aware of the requirement to complete the progress check for children aged between two and three years. This means that a review of children's development is not completed in order to help identify any gaps in their learning and development in the prime areas. In addition, parents are not provided with important information about their children's development at this stage. In other respects, parents do have access to

children's learning journals and staff talk to them about activities which they have taken part in at the setting, such as cutting with scissors, and encourage parents to support their children at home. Children have access to an outdoor play area where they use a range of wheeled toys to support their physical skills.

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

Some children do not demonstrate a secure sense of belonging in the setting because they are not assigned to a key person when they start. As a result, some children do not settle quickly or form important attachments to a key person, which is required to promote their emotional well-being and effective learning. For example, some children do not fully engage in activities, because staff do not know enough about their individual needs and interests. Although staff collect information about children's likes and dislikes, too little is done with this information to plan and help children settle. As a result, some children are reluctant for their parents to leave the setting and do not enjoy their learning or their time within the nursery. Children show a suitable understanding of healthy lifestyles as they follow appropriate hygiene routines, such as washing their hands prior to eating and after messy play. They learn about the importance of personal hygiene and self-care as they bathe the doll. However, the activity only allows one child to take part at a time. This means not all children have opportunities to take part because they soon lose interest as they wait for their turn.

Parents provide a packed lunch for those who stay the whole day. Children feed themselves with finger food and sandwiches which supports their independence. Staff help children to make healthy choices through discussions and role play activities. Children are beginning to show an understanding of the importance of regular exercise as they enjoy opportunities to engage in physical activities outside in the fresh air with a range of appropriate equipment. There are some appropriate procedures for transition to school, which helps children to become familiar with their new environment. For example, children prepare for school through visits, discussions and stories about starting school. Staff promote their independent skills as they encourage them to put their coats on and line up in pairs when they use the second playroom. Children learn about being safe through role play activities where they learn about road safety. Low-level storage allows children to make choices in their play and in this way, also helps them to develop their independence.

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

The inspection took place following a concern raised about safeguarding children, with regard to security of the outdoor play areas. This followed an incident where a number of children were able to leave the outdoor area unsupervised for a short period of time. This inspection found that although the nursery has taken action to secure the garden gate and fence to prevent children leaving, there are still potential hazards in this area. For example, following a safety check by staff, hazards, such as a hose pipe, small container filled with water and plastic bags, were found in the garden. Furthermore, the gate at the front entrance was left open on the morning of the inspection. This is following a recent visit and an action made by Ofsted about the safety of the premises and hazards to

children. This means that procedures to ensure children's safety remain ineffective, they are not adhered to or monitored by staff to keep children safe. These safety risks are breaches of the safeguarding and welfare requirements, and compromise children's safety and welfare. In other respects, staff have an adequate understanding of child protection procedures and attend training to update their knowledge. Most staff hold first aid qualifications which means they can respond to minor accidents appropriately.

The manager has been absent for some time and has recently left the setting. This means that regular supervision and appraisals have not taken place to support staff development. The committee oversee some aspects of the provision, such as funding for nursery education, but are unaware that legal requirements are not met. Overall, there has been too little review and evaluation of practice. As a result, weaknesses have not been identified or prioritised, and staff, parents and children's views have not been considered. There has been some support from the local authority in relation to improving the safety of the setting. However, despite some work having been undertaken, further improvements are required in order to ensure children are fully protected against all potential hazards.

Staff do not collect enough information to plan effectively for children and this compromises the efficiency of the educational programmes, which lack interest and variety for some children. As a result, some children are not stimulated enough and show little interest and excitement in their learning. Parents receive daily verbal feedback on their children's care and activities they take part in daily, which provides them with some information about their learning. They have access to learning journals, although this lacks sufficient information about the progress children make in their development. Children who also attend the nursery class in the school receive appropriate support because teachers have set some appropriate methods to exchange and gather information about children to help them continue their learning. Staff drop off and collect children, where they exchange information with the teacher about how to best support children between the two settings. A daily communication book is in place to share information between the nursery, home and the setting. Discussions with parents show that they are generally happy with the care their children receive from the setting; they feel staff are friendly and approachable. However, some parents comment that although children enjoy attending the setting, they are reluctant for their parents to leave and like them to stay with them.

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	EY415907
Local authority	Birmingham
Inspection number	921958
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	63
Name of provider	Little Busy Bodies Pre School Committee
Date of previous inspection	14/09/2011
Telephone number	0121 464 2322

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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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