

Busy Bees Pre-School Playgroup

St Peters Hall, St Peters Church, The Drive, Henleaze, Bristol, BS9 4LD

Inspection date

17/07/2013

Previous inspection date

16/09/2010

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

- The playgroup is led by an experienced practitioner who ensures that a wide range of exciting learning experiences are provided for the children across all areas of the Early Years Framework.
- Rigorous self-evaluation ensures that any areas of perceived weakness are quickly identified and addressed.
- There are very good relationships between the children and their key persons which enable children to settle happily and make good progress in their learning.
- Well-qualified and enthusiastic staff are enabled to develop their skills through a strong appraisal system and opportunities for further training.

It is not yet outstanding because

- Children have a slightly restricted range of outdoor experiences to develop their physical skills because of the limitations of the outside space.
- Children are not always encouraged to communicate their ideas clearly and logically because questions do not always prompt them well enough.

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 lesser hall and in the secure play area.
- The inspector held meetings with the manager and the Chair of the Parents' Committee. She spoke to staff, to parents and to children.
- The inspector looked at a range of documentation including a range of policies and procedures, information about staff vetting procedures and safeguarding, planning, the children's learning diaries and the setting's self evaluation.

Inspector

Christine Huard

Full Report

Information about the setting

Busy Bees Pre-School Playgroup is a well established playgroup of some years. It operates from St Peter's Church Hall in The Drive, Henleaze, Bristol. The group is registered on the Early Years Register. It is committee run, and led by a manager, who has particular responsibility for the overall organisation and the daily management of the group. It serves the surrounding local community. The pre-school is registered to care for a maximum of 24 children aged between two and a half and five years. There are currently 19 children on roll. There is provision for children with special educational needs and who speak English as an additional language. The setting is in receipt of funding for eligible two, three and four year olds. The group is open three mornings and two afternoons a week, during term time only. Sessions are held from: 9:15am to 12:15pm hours on Tuesdays, Wednesdays and Thursdays, and from 1.00pm to 4:00pm on Mondays and Fridays. It has the use of the lesser hall, kitchen, toilets, meeting room and the enclosed adjacent side garden area. Four members of staff currently work directly with the children. Three have an NVQ level 3 qualification, and another an NVQ level 2 certificate. The pre-school receives support from the Early Years consultant and is affiliated to the Pre-School Learning Alliance (PLA) and are members of the Bristol Association of Neighbourhood Daycare (BAND).

What the setting needs to do to improve further

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

- provide children with a wider range of outdoor experiences in order to develop their physical and imaginative skills
- develop the questioning skills of all staff to those of the best in order to enable children to more fully communicate their own thoughts and ideas.

Inspection judgements

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

Children make good progress across all the areas of learning because all the staff demonstrate a good knowledge of the requirements of the Early Years Foundation Stage. A wide range of activities are planned on a weekly and daily basis to ensure that they appeal to the children's interests and imaginations. Looking at planning over time it is possible to see how children's knowledge and understanding has developed because activities have been carefully evaluated at the time and next steps in children's learning

carefully identified. For example, for many children the development of independence has been an issue and they have been reluctant to do things for themselves. Planning shows how children have been carefully encouraged to try new activities and begin to take a lead so that finally they can make important choices for themselves during the session as to what they should do and how to do it.

The key person structure ensures that activities for each child are tailor made so that, for example, children going to school next term are encouraged to practise writing their letters and numbers. They are taught how to link letters and sounds together to form simple words, and are encouraged to write their names for themselves. Parents are involved from the very start in their child's education. They provide important information which help staff decide exactly where children are when they start at the setting. Parents attend regular reviews of their children's progress. Parents are particularly pleased at the way in which their children are prepared for their transition to school with planned, organised visits and visitors.

When playing in the water with toys encased in ice, staff ask pertinent and appropriate questions to encourage children to describe the feeling and texture of the ice, ensure they use the correct vocabulary such as 'melt' or 'frozen' and encourage them to guess how long it will take to melt. Children experiment with vocabulary and describe the ice as 'slippy' and the water as 'sploshy' when the ice falls into it. Questioning skills of staff are generally good but occasionally they forget to ask questions which allow children's imaginations to flourish, instead asking a closed question requiring only a one word answer.

Key persons make regular observations of the children for whom they are responsible. These are good quality observations and are invariably linked to the developmental stage the children are at. In addition, they usually identify what the children's next steps in learning should be. Observations take a variety of forms, both photographic and written, and provide a comprehensive picture of each child's development. The setting's records show that children are making good progress in relation to their starting points when they began at the pre-school. Older children are ready for the challenge of primary school because their social skills are well developed so they are ready to listen - to each other as well as adults. They learn to share and show concern for their peers. This was particularly evident during the snack time when, without being prompted, they shared and passed round the fruit and ensured that their friends had a drink as well as themselves.

There are currently no children with disabilities or with special educational need attending the pre-school. There have been a few children who speak English as an additional language, one of whose parents assured the inspector that she was delighted with the support her son was being given as it enabled him to settle very quickly and, as a result, he is making good progress in all areas. Children are beginning to demonstrate tenacity and perseverance. One child was determined to see how long it took for a large piece of ice to melt enough to release an encased dinosaur. She tenaciously carried it round with her to each activity carefully putting it somewhere safe and diligently checking up on it. Finally she was successful in freeing the dinosaur and her joy was evident. 'It took a long time' she said!

The outdoor area is a very good reflection of the good provision inside. However, its size does somewhat limit the opportunities for more exciting opportunities. Nevertheless, the leader is aware of the need to provide further scope to extend the chance for children to use their imaginations and develop creativity skills through the use of activities such as Forest School.

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

Children are happy, confident and they settle well. There are well organised daily routines to which children respond well. Key persons respond promptly to the needs of the children for whom they are responsible, but because of a very good team ethos they are generally very well aware of the needs of other children in the setting as well. Children are encouraged to become independent and deal effectively with matters such as their own personal hygiene although help is always available should they need it. They choose their own activities both inside and out and clearly understand the few restrictions that are put on them, such as the number of children allowed to play on a piece of apparatus or in the water tray. They behave extremely well because it is expected and the staff are careful to demonstrate what good behaviour looks like by praising good behaviour when this occurs. This has the added effect of raising children's self esteem and confidence. Children learn effectively how to share and take turns and their social skills are developing particularly well.

Children feel safe in the pre-school because they have strong relationships, not just with their key person, but with all staff. They are taught how to stay safe. It was particularly hot at the time of the inspection and all the children knew about the importance of wearing hats outside, playing in shady areas and having lots of water to drink as well as having the appropriate sun block put on them. There are regular fire drills and children know exactly what to do. The staff are careful to arrange these so that all children have a chance to participate in one. Children understand how to be healthy, the importance of washing their hands before food and eating the right kinds of food. The parents' committee monitor the quality of snack time to ensure its healthy content. This is a particularly happy and sociable time where children show very good concern and care for each other. Good manners are paramount and children remember to say 'please' and 'thank-you' at appropriate moments.

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

The parents' committee and the manager have a very strong vision for the future development of the pre-school which is ambitious yet realistic and manageable. They are very focused on the learning and development of the children attending the pre-school. A particular strength is that there is a small team that the children all know very well. Although the management of the day-to-day running is the responsibility of the manager, the parents' committee is very proactive and there are regular monthly meetings of the committee to which she reports. The action and recommendations raised at the previous

inspection have all been securely addressed and the pre-school is moving forward strongly as a result of a concerted effort by all.

Safeguarding arrangements are secure. The staff take strong measures to ensure that the children are kept safe and secure. At the time of the inspection safeguarding procedures were very comprehensive. All procedures for ensuring that staff are suitable to work with children are fully in place and all staff have first-aid and child-protection training. The quality of written risk assessments is good. The inside and outdoor areas and equipment are thoroughly checked for risks on a daily basis with more stringent checks being made on a monthly basis. The kitchen area is secure and inaccessible to children and staff are highly vigilant to ensure all surfaces and resources are scrupulously clean. There are clear complaints procedures in place and the procedures for the storing of sensitive and confidential records are secure.

The setting is well run by a skilled and experienced manager and an accomplished and committed team. They are all appropriately qualified and there are records to show how their skills have been developed through further training. The new procedures for staff appraisal and supervision show the commitment to developing staff expertise and meeting their own needs in order to be able to make even better provision for the children in their care. Well established monitoring of practice and regular reviews of children's progress ensure that children's needs are consistently met well.

Good self-evaluation procedures involve taking into account the views of parents, staff and children. They ensure that the whole team has an effective understanding of the strengths and areas for further development to drive on-going improvement of provision. Ambition is embedded well and a clear development plan demonstrates how that is likely to continue in the future. Major plans for the future include greater links with the community and this is already being demonstrated through greater links with the local children's centre and local businesses.

All statutory policies are fully in place and there is a regular review programme in place. Children have good opportunities to learn about cultural diversity, and equal opportunities and diversity are promoted well. Discrimination of any sort is not tolerated. The setting has a good range of resources from a variety of cultures, which are used well by staff, and cover all areas of learning. Parents and carers are involved very well in their children's learning through both the committee and as individuals. They are invited to make suggestions, take part in the 'helpers rota' and contribute through running specific activities for the children. For example a Hindu mother attended the pre-school to tell the children all about Diwali. There are a number of partnerships the pre-school has established such as those with speech therapists, a special educational needs consultant, and an early years consultant who, while not used on a day-to-day basis, are always there to ensure that the best support is provided for the children who need it.

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	106924
Local authority	Bristol City
Inspection number	813304
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Busy Bees Pre-School, Henleaze Committee
Date of previous inspection	16/09/2010
Telephone number	07949 225 350

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Type of provision

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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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Piccadilly Gate
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