

Busy Bugs Pre School

South Wigston Methodist Church, Blaby Road, WIGSTON, Leicestershire, LE18 4PB

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| Inspection date | 07/10/2013 |
| Previous inspection date | 13/01/2010 |

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| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, they make rapid progress in their learning and development.
- All children make significant progress in their learning given their starting points and capabilities because they receive highly individualised levels of support from the caring staff team.
- Partnerships with parents and other professionals are highly effective and fully support all children's needs, making this a truly inclusive pre-school. This makes their transitions a seamless and positive experience.
- The manager monitors the educational programmes and staff performance extremely effectively so that children benefit from extremely high quality learning experiences.

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 looked at policies, procedures, documentation and children's records.
- The inspector conducted a joint observation with the manager.
- The inspector had a tour of the pre-school and outside area.
- The inspector observed children playing and staff practice.

Inspector

Samantha Faulkner

Full Report

Information about the setting

Busy Bugs Pre School was registered in 2005 and operates from a number of rooms in a Methodist Church in Wigston, Leicestershire. It is privately owned and the registered person also manages the setting. There is a small area for outdoor play. The pre-school serves the local area and is accessible to all children. There is level access into the premises.

The group is open everyday, during term time, from 8.30am to 3pm. The pre-school is registered on the Early Years Register and there are currently 43 children on roll. The setting has arrangements in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs eight members of staff, five of whom hold early years qualifications to level 3 and two at level 2. The manager has an early years degree.

What the setting needs to do to improve further

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

- consider using observations of children's schemas to further extend the excellent curriculum offered to children.

Inspection judgements

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

The staff are all extremely knowledgeable about the Early Years Foundation Stage and are confident to include children's characteristics of learning. For example, staff understand that children learn differently so they ensure that activities reflect this. Some staff are starting to consider children's patterns of behaviour, known as schemas in their planning. For example a child likes to throw toys, so they plan teaching of colours that involves balls. As a result, children can safely throw while learning their colours. However, not all staff are able to effectively identify these schemas, so do not take them into consideration when planning. Staff all attend highly effective planning meetings where they share very detailed information about each child, including their achievements, changes to learning style and next steps. The whole staff team actively use effective observations and assessments to contribute to the ongoing planning and children's next steps. The planning demonstrates an excellent choice of rich, varied and imaginative activities that offer learning opportunities for all seven areas of learning. As a result, all staff can extend children's learning and respond to changes in children's interests. For example, children play with the natural resources and they find a tiny spider that they show curiosity

towards. The member of staff allows the spider to run on her hand and passes it to the children. She is enthusiastic and highly skilled at questioning. She uses this spontaneous experience to develop children's understanding by asking questions, such as 'where do spiders live' and how many legs do they have?' This is further developed by the children as they ask to take the spider outside to its mummy and daddy. This outstanding teaching by staff means that children are interested and learn through first-hand experiences.

Individual children benefit from a truly inclusive setting. Staff support children with medical issues and special educational needs and/or disabilities, those with delayed speech and language development and those with English as a second language. Staff use visual timetables which include photographs of toys and pictures of food at the snack bar. This supports children whose speech and language is delayed and parents that are not fully confident with reading. Children with medical issues and special educational needs and/or disabilities are prepared for a move into a main stream school. Staff provide an excellent range of activities with the multi-professionals' support and children are making exceptional progress. A recent review of all the children's progress identified that the number of children with speech and language delay was high. To address this, the setting offers a course for parents, on making story sacks. Two members of staff also work in partnership with the parents resulting in massive improvements in their children's speech and language. Children make exceptional progress because of the dedication and commitment of an excellent staff team who show real passion and enthusiasm to provide every child with the best possible start for school.

Observations and assessments are extremely focused and accurate. For example, staff are able to use these to identify children who may require interventions from other agencies to help with their learning and development, in preparation for school. Staff are extremely confident at delivering innovative teaching. For example, children's interests have led staff to develop a theme centred on a favourite book. Staff make available natural materials they collect, such as, bark, wood, twigs and leaves and encourage the children to use their critical thinking to construct homes for their toy caterpillar. The staff use a wealth of excellent questions to encourage children to critically think about their constructions and make fine adjustments, helping to improve hand-eye coordination. This is extended with a den area, creating a communication friendly space in the shade. Children use torches and pretend to be the hungry caterpillar. They make excellent progress with their personal, social and emotional skills, as they play alongside their friends. The activity is extended as children question whether the natural resources are soft or hard and about their smells. The member of staff is in tune with the children and is highly skilled at helping them discover the answers for themselves by dropping items on the floor to test their ideas. Children squeal with delight.

Staff contribute to the already excellent resources by making 'Critical Thinking' boxes. Staff acquire knowledge and skills through training and each fill a box with interesting, natural objects, such as, material, metal or natural objects, which they collect from home. These boxes are used to extend children's curiosity.

There are many opportunities for children to develop their mathematical knowledge and, in particular, the staff introduce new vocabulary focused on shape, space and measure. Children play alongside a member of staff, building a train track and moving carriages,

and his excellent teaching encourages children to solve problems, such as 'there is no track left, how far can we go?' or 'if I take one carriage away how many do you have left?'. As a result, children's learning is given the highest priority. The activity is also used to settle a new child. She sits with the member of staff, who is extremely competent at praising and reassuring her so that she very quickly finds the confidence to play with her friends close by.

Children are supported extremely well to develop and acquire personal, social and emotional skills, they learn effectively how to take turns and share. They are praised for helping each other. This is given the utmost priority at snack time and social group time and staff have extremely high expectations of all the children.

Communication and language is significantly enhanced at this pre-school. The manager has identified, through highly effective monitoring of the curriculum, that some children need intervention to improve their speech and communication. To ensure that improvement is sharply focused, she employs a speech and language therapist. The staff make language boxes for children to borrow. They contain favourite items from the pre-school that are all the same colour, shape or number, for example. Children are encouraged to take them home and find other items from their home that match the category. This develops a very strong partnership with parents and shares children's learning and next steps with them. As a result, children make excellent progress in communication and language.

Partnership with parents is very strong. Staff have excellent strategies that support the children's learning and development. Parents are invited to 'stay and play' sessions to see their children at play with their friends and to coffee mornings to chat to external professionals who offer advice on simple care routines at home. Parents are given information about speech and language support, regular newsletters about future events and ideas to share learning at home. Staff are available to chat about the children on a daily basis. As a result, the pre-school staff gain a very comprehensive knowledge of the family and can support each of them when required.

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

The pre-school has a superb key person system. Staff wear different coloured tops to identify their 'bug group' to parents and children. This same colour runs through the name cards in the cloakroom and coloured marbles awarded to reinforce positive behaviour. This gives children an extremely strong sense of security and very secure attachments with their key person. As a result, new children settle very quickly and are all confident to talk to visitors and share their experiences at pre-school. Children show delight at playing with their friends and are excellent at sharing and taking turns. The pre-school has an excellent behaviour management policy, and as a result, children's behaviour is impeccable. All children are highly engaged and enthusiastic to learn. They are rewarded with lots of positive praise and during group time in the morning they remind each other about the rules at pre-school and help each other to play nicely together. Positive behaviour is rewarded with a marble that the children put into their 'bug group' pot and then count out together at the end of each week. Whichever group has the most marbles moves up the

vines on the wall that the children made. Children have a great sense of pride and ownership.

The pre-school has an excellent partnership with parents, staff gather comprehensive information about children's care routines at home, including any regular medication, sleep or toileting needs. Care plans are written for children with complex needs to ensure they are fully included. To support children's well-being, staff identify children's level of achievement, interests and learning styles by using very robust and accurate observations in small group activities. Children participate in highly focused, well-planned activities focused in a smaller, quieter room, which allows staff to match children's needs with finely targeted teaching. As a result, children make excellent progress in their personal, social and emotional development. This helps children's transition when increasing sessions and moving onto school.

Children are taught how to take responsibility for their own care routines and choices of activities, and staff actively support them to be independent throughout all the activities and routines at pre-school. When they arrive, children quickly separate from their parents and take off their coats on their own, they are able to find their pegs and confidently hang up their clothing. Name cards are used at self-registration to teach children to recognise their name. Children are supported to use the toilet on their own and wash their hands as required. Staff prompt children to thoroughly wash their hands and children talk about germs and how they make them poorly. Therefore, they understand the need to be independent. They have choices at snack time and can serve their own food and pour their own drinks. This includes pouring cereal and milk, and buttering toast. Children take responsibility for tidying away and for recycling their yoghurt and lunch cartons. They have an understanding of what happens to the plastic and can explain how it helps to protect the environment. The pre-school has excellent links with local primary schools. Children attend for visits and take a teddy bear with them. They take photographs to share with the staff and children at pre-school. This is used as an aid by staff to help familiarise children with the new environment and routine of school. Reception teachers visit children at pre-school. As a result, children are confident to leave pre-school and go to school as highly confident and independent children.

Children learn how to stay safe at the pre-school. Staff promote discussions about the importance of walking inside and explain that children may hurt themselves if they run. Children are enthusiastic to extend this discussion by telling the staff about how accidents happen and what else they can do to stay safe, at home and pre-school. Children know why the front door is kept locked and staff talk about 'stranger danger'. Regular outings are used to promote road safety and teach children to understand about risks, such as checking the play equipment at the park or the automatic doors at the local shop. Staff ask children what dangers they can see and allow the children to explore ways they can protect themselves. As a result, children are able to start protecting themselves during other times when they are not at pre-school.

Children's good health is given utmost priority. A visit from a dentist identified that some children have cavities and poor hygiene in relation to teeth brushing. The pre-school have reflected on this, and as a result, have introduced a tooth brushing scheme. Children bring their toothbrush from home and the staff teach them the importance of self-care and

hygiene. As a result, children's good health is extremely effectively promoted. A member of staff reinforces this at the snack bar. Recent evaluation of children's progress identified that some children attend pre-school without having any breakfast, their concentration levels are poor, and as a result, they do not retain as much teaching in order to give them the best start. To improve the outcomes for these children, the pre-school has a snack bar, children can choose from cereal, toast or fruit and serve themselves. They pour their own drinks and can have more if they want. This promotes children's good health superbly well. A member of staff uses this social time to talk to the children about themselves. Children chat away happily and engage in lovely conversations. The staff are enthusiastic and use this time to promote children's language and communication and to make special bonds with the children.

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

Safeguarding is of paramount importance to all staff, who are extremely knowledgeable and confident about the signs and symptoms of abuse. They have an excellent relationship with social services and an excellent understanding of what to do if they have concerns about a child. Regular staff meetings are used to re-enforce policies and procedures to keep children safe. Record keeping is impeccable. Incidents and concerns are clearly documented and appropriate people contacted expediently.

Staff recruitment procedures are highly robust. The manager has excellent strategies and systems to ensure all staff are suitable. She regularly reviews this information and all staff are supported in their professional development by undertaking training to increase their skills. Written references and two forms of identity are recorded and kept. Information about staff medication is reviewed and the manager is meticulous about ensuring staff remain fit and well to safely supervise children. The manager carries out a full risk assessment for staff with any particular needs, such as during pregnancy. Strategies are put in place to ensure that children still receive the highest quality teaching, while at the same time supporting the staff team.

The manager is exemplary at monitoring staff. She observes their direct practice and reviews their record keeping and knowledge of their key children. Staff are tested on their knowledge of policies and procedures and kept informed of any new changes that may affect practice, such as recent changes to the use of mobile telephones. The manager supports staff at regular team meetings and meets with them every term to review their practice. Therefore, she supports staff through effective mentoring and coaching.

The pre-school has made outstanding improvement since last inspection. The extremely motivated manager demonstrates a keen passion for all the children and her recent training, to achieve her early years degree, has had enormous impact on her drive and motivation. Her recent learning has informed practice and she is supported by a very passionate and enthusiastic staff team.

All documentation, including complaint recording, is extremely robust and accurately documented records demonstrate the staff's drive and passion to include all children.

When this does not meet the needs of the children, staff enlist the help and support of external agencies, and increase the skillset of the staff team to ensure children's needs are extremely well met. Risk assessments are very robust and help to protect children and keep them safe.

Self-evaluation is excellent. Staff, parents and children are involved and they are asked about what they like and dislike, and where they would like to see improvements. Children choose pictures of what like and are asked for ideas for new toys or activities. As a result, of recent parents consultation, action plans identified the need for a new snack bar and a speech and language therapist to be employed. Both have already been achieved and the pre-school are already reflecting on the benefits. As a result of the new snack bar, children have had more energy and they keep their attention for longer, helping to achieve even more rapid progress. The manager has finely tuned target areas for improvement so all children benefit very well.

The manager has extremely effective systems for monitoring the effectiveness of the curriculum. Children's progress is tracked and a cohort group is used to identify any areas of weakness in the curriculum. This information is shared with the staff team and changes to the curriculum can be implemented very quickly. Children needing early intervention are very quickly identified and support from external agencies is arranged, which mean that all children have the same opportunities to make rapid progress.

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

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| Unique reference number | EY306056 |
| Local authority | Leicestershire |
| Inspection number | 924188 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 43 |
| Name of provider | Nina Marie Bevans |
| Date of previous inspection | 13/01/2010 |
| Telephone number | 0116 2992662 |

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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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