

Bright Bees Pre-school

Netherhall Neighbourhood Centre, Armadale Drive, LEICESTER, LE5 1HH

Inspection date

Previous inspection date

13/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children make good progress in all areas of their learning and development, supported by highly skilled and enthusiastic staff who understand the impact their teaching has on improving children's achievements.
- Robust and rigorous monitoring systems support the effective delivery of the Early Years Foundation Stage in all areas. The provider, manager and senior staff all closely oversee the whole provision, conducting thorough and regular supervisions on all staff, successfully sustaining good standards of care and learning.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met very well. This means all children are fully included and have a positive attitude towards learning.
- Leadership and management is effective. Both the provider and deputy are passionate about the staff's work with children. As a result, the staff team work very well together to ensure that children receive a good quality early years experience

It is not yet outstanding because

- There is scope to extend opportunities to further support children's effective communication in small groups as their spoken language develops.
- There is room to enhance the storage and use of the very good range of high quality books available to children to further stimulate their enjoyment of books and reading.

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, the hall and the outside play area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents' spoken to on the day and from information included in the pre-school's own parent surveys.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and plans for improvement.
- The inspector held meetings with the provider, manager and other senior staff member.

Inspector

Naseem Moolla

Full report

Information about the setting

Bright Bees Pre-school was registered in 2013 on the Early Years Register. It is situated in the Netherhall area of Leicester and is privately managed. The pre-school serves the local area and is accessible to all children. It operates from one main group room in a community building and there is an area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The manager has Early Years Professional Status. The pre-school opens from 8am to 12 noon on Monday, Tuesday, Wednesday and Friday, term time only. Children attend for a variety of sessions. There are currently 16 children on roll.

Access to the premises is by steps and a ramp. The building is suitable for wheelchair users as all care is provided on the ground floor. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- make even greater use of space in the playroom to enhance opportunities for children to talk and listen in small groups
- enhance the storage of books to further stimulate children's enjoyment of books in order to encourage their early reading skills.

Inspection judgements

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

The quality of teaching in the pre-school is at times better than good and staff are very knowledgeable about the Early Years Foundation Stage. They have a good understanding of how to meet the needs of young children; consequently, children make rapid progress with their learning and development. Staff deliver consistent practice, observing, assessing and planning effectively for each child's progress with a clear knowledge of the children's characters, needs and attitudes to learning. Staff use a tracking system to record children's starting points and to indicate at a glance, where any gaps may occur in children's learning and development. This also helps to identify any children where additional challenge and extension is required to maintain their interests and further their learning. For example, staff observe a very young child's interest and aptitude in mathematics. They respond effectively to this by providing stimulating grouping and

sequencing activities for the child to explore. Staff show great sensitivity in the way they respond to children's individual needs and interests. This means that children feel secure, and valued. For example through skilful observations, staff members notice that a child enjoys drawing people. They respond by providing opportunities for her to draw in range of ways. The child is engrossed in drawing members of her family using pen and paper. A member of staff plays along her and talks about what they are doing. This playfulness and companionship provides the child with a secure base from which to explore further.

Staff monitor their planning of the activities so that they can be sure that they are covering all areas of learning with a broad and balanced curriculum. This ensures that children develop the skills they will need for their eventual move onto school. Staff are skilful in using incidental, everyday occurrences to extend children's learning. For example, a member of staff picks up a leaf from the playground floor and then lets it go. The leaf blows away. A child observes this, laughs with great delight and then tries it out for herself. The staff member laughs too and says, 'Oh it blew away. The wind pulled it away.' This supports children's thinking and understanding about the world. Later on, children and staff hold onto a large, colourful parachute. They all move the parachute, following instructions from a member of staff. She says, 'Move it up, down, high, low, side-to-side'. Consequently, children are supported to understand and use words that describe position.

Staff make very good use of pictures to illustrate routines and timetables assists in all children settling effectively. Staff have begun training on some aspects of the Every Child a Talker government project. However, there is scope to enhance children's communication skills further by creating an area where small groups of children can comfortably talk with adults and each other. Parents receive clear and regular information about their children's progress and development and very good systems are in place, which support them to be involved in their children's learning. For example, parents and carers are invited to a termly meeting with their child's key person to discuss a written report that provides details of their child's progress and ideas of how they can extend their learning at home.

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

The highly effective key person system means that children quickly form close, trusting relationships with the adults who care for them. As a result, children separate from their parents and make the transition from home to pre-school with ease. Parents comment 'they cried when they first started but very quickly settled in. I am really happy with their progress. I wouldn't change anything about this place'. The indoor environment is well equipped with a range of high quality, developmentally appropriate resources. However, there is scope to give further consideration to how children can better access the large range of beautiful books available to capture and encourage children's early reading skills further.

Children have daily, planned sessions to go outdoors and use the community ball court. This provides young children with the opportunity for vigorous exercise, vital for their health and well-being. They run and move around freely in the open space with great delight and exuberance. Children are provided with a range of healthy, nutritious snacks

and drinks, such as milk, fruit, cheese, raisins and crackers. They are encouraged to help themselves to fresh drinking water throughout the day. Children are also supported to manage their own hygiene needs well and learn why it is important to wash their hands before they eat and after they have used the toilet.

Children's behaviour is managed effectively through positive behaviour management strategies. For example, a member of staff is playing with a child who is very interested in the model pirate ship and small pirate dolls. Another child joins them and tries to take the pirate for himself. The staff member responds quietly and quickly by picking up a similar toy and saying, 'Oh look here's one for you'. She then moves around to position herself next to the child and engages him in playing alongside her. This means that the child felt included and a conflict was easily resolved. In addition, children learn about the rules for staying safe. Children run around exuberantly in the outdoor space. They play with a range of resources, which cover the areas of learning, such as drawing with chalks and jumping in puddles.

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

The provider and manager have detailed knowledge and understanding of the of the safeguarding and welfare requirements for the Early Years Foundation Stage. This ensures that children are protected effectively. Children's safety is given high priority by all staff, who understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. During regular, planned meetings, staff look at the pre-school's policies in detail and complete quizzes in order ensure they have an excellent working knowledge of safeguarding procedures. Comprehensive risk assessments, daily checks, accidents and medication forms are accurately recorded to help safeguard children's welfare. There are robust recruitment procedures in place to ensure that staff are suitable to work with children. This is followed by an effective induction process. The provider also carries out regular checks to ensure ongoing suitability of staff.

The provider and manager carry out rigorous supervisions and appraisals, which includes scrutiny of each member of staff's key children's learning and development files. This ensures they are accurate, up-to-date and are being effectively used to assess children's progress and to identify their next steps for learning. The provider and manager have developed very good systems for collecting and scrutinising all of this information together. They plan to use this system to monitor the overall delivery of the educational programmes and identify how they can continually improve their practice and provision across all seven areas of learning and development. Specific training needs and continuing professional development are identified during appraisals and supervisions and each member of staff is set clear, targeted goals. The manager and senior member of staff also carry out regular, room observations that are well-documented. Systems for carrying out peer observations are in place and staff meetings are planned to share these systems with all staff before they are implemented. Self-evaluation and reflection is strong and these are used to develop clear and concise action plans that show the pre-school's very good commitment and capacity to continually improve. Parents are involved in the self-evaluation process with the use of a suggestion box and parent questionnaires. As a result

of parents' suggestions, the pre-school has implemented an action plan to improve outdoor provision.

The pre-school works closely with the local authority quality improvement advisor who supports them by monitoring the accuracy of assessment and planning for children's next steps for learning. Staff have a good understanding of working in partnership with others to promote continuity in children's learning. Links with the children's centre are good. For example, the pre-school has worked closely with the children's centre staff to implement a scheme that promotes fathers' involvement with their children's reading development. Parents value this and say 'My child really enjoys reading and sharing books'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464993
Local authority	Leicester City
Inspection number	922376
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	16
Name of provider	Bright Bees Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07762878250

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

