

# Little Busy Bodies Pre School CIC

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

<b>Inspection date</b>	18/12/2013
Previous inspection date	17/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- There is a good overview of the curriculum and educational programmes are well monitored. Assessments are accurate and children's next steps in learning are clearly identified and planned for. This ensures children are well challenged and make good progress.
- Teaching is good as staff provide a wide range of play opportunities and focus strongly on enabling children to learn through following their interests.
- Leadership and management is strong and there is a clear motivation to develop the pre-school, in order to improve children's learning even further.
- The staff demonstrate a good understanding of safeguarding procedures and are confident in their ability to implement them effectively. This ensures children are safeguarded.

### It is not yet outstanding because

- Staff do not always make the best use of opportunities to foster children's emerging mathematical understanding.
- On some occasions, staff do not ask questions that provide children with ways to think critically or allow sufficient time for them to think before they answer.

## 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 throughout the pre-school in both indoor and outdoor spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion on the day of the inspection.
- The inspector carried out a joint observation with the manager of the outdoor activities.

## Inspector

Jennifer Turner

## Full report

### Information about the setting

Little Busy Bodies Pre School was registered 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 wraparound service in conjunction with the school nursery and serves the local area. The pre-school has strong links with the school.

There are currently 37 children attending who are in the early years age group. The pre-school supports children who speak English as an additional language. The pre-school employs five members of staff. All staff hold appropriate early years qualifications at level 2 and above. 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

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

- support staff to extend their knowledge of how to enhance children's critical thinking and encourage them to give the children time to think and talk during such occasions
- promote children's mathematical awareness further, for example, by using a wide range of props and resources to provide opportunities for children to explore mathematical language and concepts.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements and how children learn. Consequently, they plan a good range of rich and diverse play opportunities, which capture and engage the imaginations of all of the children. Planning is based on individual children's interests and next steps of learning. For example, children's interest in trains leads to trains being set up on the play dough table where children make marks with the wheels of the train or in the paint. They add dinosaurs in the sand and children use their imagination as the animals attempt to eat the sand. Children's next steps in learning are informed from purposeful, ongoing observations of what they know and can do. Staff track the children's achievements efficiently and this enables them to successfully complete the progress check for children aged two and

identify any gaps in children's learning quickly. Where children's starting points are below those of other children of their age, staff support them very well in order to close the achievement gap. As a result, all children, including those who speak English as an additional language, make good progress in relation to their starting points. In addition, children learn to greet each other in the home languages spoken in the pre-school, such as Guyanese, French and Urdu. Children beam with delight when they hear their home languages spoken in the group. This means that children are very well prepared for the next stage in their learning, such as going to school.

The small, experienced staff team know their key children very well. This is combined with teaching, which is consistently good. The resources both inside and outside reflect the areas of learning and development and children can move from activity to activity freely. Activities offered each day are designed to capture every child's interest. Outdoors, children sit under the cover area reading and looking at books. Children are fascinated by the talking tube as they stand at different points of the garden talking to each other through the winding tubes. Children's mathematical skills are enhanced as staff encourage them to count to 10 and beyond. They make shapes with play dough and build with blocks and other connecting resources. In the outdoors, staff encourage the children to identify colour when using chunky chinks to draw various shapes on the floor. However, there is scope for staff to develop children's mathematical awareness further, for example, by using a wide range of props and resources to provide opportunities for children to explore mathematical language and concepts, such as simple calculations. The children show good communication skills. They are confident as they have a wide range of opportunities to talk to other children, staff and visitors about what they can do. Staff contribute towards children's language development as they engage fully with children in their play. However, they are less inclined to ask questions to make children think critically, for example, about what might happen when water is added to the sand. On the occasions they do ask open questions, they do not always provide children with sufficient time to think and respond. This lessens the chances for children to express and explore their thoughts. That said, staff do use a range of vocabulary appropriately directed at the children's developmental stage. During circle time they encourage children to talk about their feelings and emotions as they hold Lola the toy tiger, for example, by asking 'Can you tell Lola your name?' and 'how do you feel today?' This helps children's personal, social and emotional development. Children enjoy singing Christmas songs as they play a range of instruments and this helps to build their vocabulary.

Children learn about the wider world through discussions and activities. They celebrate various cultural and religious festivals and access resources reflecting positive images of diversity. Children show their excitement as they talk about what they are getting for Christmas. These positive activities extend children's knowledge and help them learn about other people and communities around the world. Children's early literacy skills are encouraged in many ways and all children have good access to lots of developmentally appropriate resources to make marks with, for example, chinks, crayons, pencils and paint. Books are easily accessible in the comfy book area and staff read stories on a regular basis and children draw pictures of their favourite story books, about witches, gorillas and dragons. There are lots of printed labels throughout the pre-school. Name cards with the children's photographs help them to become familiar with their names and they self-register on arrival. Children have many opportunities to write as they paint the

fence with water and write their names on their artwork. This supports their early handwriting skills as they give meaning to the marks they make. Children further develop their mark-making skills as they use large chinks and hold pencils correctly to draw pictures. They have a wide range of opportunities to develop their physical skills. For example, they ride bikes and scooter in the outdoor play area. Children use information and communication technology skills efficiently as they confidently use the computer to play interactive games. This effectively promotes children's natural curiosity to experiment and to find out how things happen. Children thoroughly enjoy being creative as they explore many different materials as they make Christmas pictures and colourful paper chains or make models as they manipulate modelling dough. Children enjoy sharing the adventures of the pre-school soft toy Lola who they take turns to care for at home. This enables parents to explore ways of managing children's behaviour. When Lola is woken up from her sleep in her cosy box, immediate silence comes over the room and children sit patiently as staff introduce her. Gently children introduce themselves to Lola and tell her how they are feeling. This also helps to build children's confidence in speaking in a group situation.

There is an ongoing exchange of information between the key person and parents using daily verbal feedback, which enables them to successfully exchange any achievements the children make. Parents have opportunities to view their children's learning journals whenever they wish and make comments on how their children are progressing. They can discuss their progress in more depth at arranged times if they wish, such as parents' evenings. This means both parents and staff are fully meeting the needs of children's learning effectively. Parents are encouraged to be engaged in their children's learning by sharing with staff what have been doing at home and joining in workshops, such as wrapping Christmas presents. They also have the opportunity to take their children's learning journals home so they can see what their children have been doing at the pre-school and share their own observations with their child's key person.

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

Children are well settled and secure and they enjoy trusting relationships with staff, who, in turn, are very caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this pre-school and means that children's emotional well-being is well fostered. Children are eager to be involved with play activities because staff understand and respond to their individual needs and they change activities at children's request. All children have a key person who supports them in their learning and care to meet their individual needs. The key person develops effective channels of communication with parents to ensure children's changing needs are continually met. Staff have high expectations of children and are aware of their capabilities and interests, through regular discussions with parents.

Children's independence is further promoted as they learn important skills, such as hand washing, putting on their own coats and serving themselves at snack time, as well as washing up their cups and plates after snacks. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. Children behave well and show good care and consideration

for one another. This is demonstrated when a child tells another 'I like your shoes'. Staff also use Barnaby the bear to reinforce the pre-school rules, which the children repeat before going outdoors to play. This promotes children's self-confidence and self-esteem. Staff promote a culture of healthy lifestyles because they plan daily activities that promote healthy eating and regular exercise. Children created a display of healthy foods and food that is not so healthy. Children develop a good understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves to prevent trip hazards, as well as practising regular fire drills.

Parents share a range of information when children begin at the pre-school. They complete an 'All about me' profile, which enables staff to provide continuity in children's personal, emotional and physical well-being. Parents speak very highly of the procedures put in place and the care shown by staff to help children to settle and to effectively manage the transition from home to the pre-school. Children's transition to school is sensitively organised to provide them with a smooth move into full-time education. Staff liaise with Reception teachers in the host school who visit the pre-school and they share information about children, including the transition reports. As a result, children are well prepared for the next stages in their learning.

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

The safeguarding and welfare requirements and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, are effectively met. There are robust procedures for recruiting staff and a thorough induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Children are well protected through clear safeguarding procedures. All staff complete child protection training and have a good understanding of their responsibilities in this area. As a result, staff are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Staff keep accurate records of accidents and first-aid treatment administered to children. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of best practice. In addition, before children go out to play and return indoors, staff carry out a head count. This ensures children's safety and well-being are effectively promoted.

Appraisal and supervision sessions are undertaken to help improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the pre-school. They are encouraged by the manager and committee to attend training to develop their knowledge and understanding. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. The new manager and her team have worked hard and have successfully completed the actions from the previous inspection. This shows their commitment to continuing improvement. Significant plans, including major refurbishment of the premises and the outdoor learning environment due to be

implemented in the very near future, are part of the managements vision for the continuous improvement and development of a quality childcare service. Close partnership working with the local early years team allows for the effective monitoring and future development of the service.

Parents speak very highly about their relationships with staff and are pleased with the care that their children receive. For example, they describe the pre-school as, 'lovely', explain that the 'care and attention they have for the children is great' and comment 'I think it's brilliant here, my child has come on in leaps and bound'. They appreciate discussions with staff each day where they are told about the activities their child has enjoyed. Parents have noticed the good improvements that have taken place in the pre-school. In addition, newsletters and a noticeboard ensure parents are kept up to date with the forthcoming events. Secure partnerships are in place with other agencies and the other settings the children attend to ensure continuity of care and learning. This ensures that children's specific needs are assessed and all children are supported in making good 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	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

<b>Unique reference number</b>	EY415907
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	927961
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Little Busy Bodies Pre School Committee
<b>Date of previous inspection</b>	17/06/2013
<b>Telephone number</b>	0121 464 2322

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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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