

Rosley Preschool: Busy Bees

Rosley C of E School, Rosley, WIGTON, Cumbria, CA7 8AU

Inspection date	14/01/2014
Previous inspection date	15/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 learning and development as they have the opportunity to enjoy a varied range of interesting and challenging activities, which staff plan and provide to support their identified next steps in learning.
- Practitioners are skilled in the use of open-ended questions as they encourage conversation with the children. They effectively allow children time to think and respond.
- Children's independence skills are very well promoted. Practitioners have high expectations of children's capabilities and encourage them to become independent learners at any given opportunity. As a result of this, children are well equipped with independence skills that will ensure that they are ready for school.
- Children are given excellent support during transitions because practitioners have a very good understanding of their need for extra emotional support during periods of change.
- Leadership and management is strong. Staff are enthusiastic, motivated and work exceptionally well as a team. There is clear motivation to develop the provision, in order to improve opportunities for children.

It is not yet outstanding because

- There is scope to further enhance opportunities for children to learn about the world and celebrate difference in their play and 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 main playroom and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and members of the staff team.
- The inspector took account of the views of children, parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of all staff working with children.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Donna Parkinson

Full report

Information about the setting

Rosley Preschool: Busy Bees was registered in 2000 and is on the Early Years Register. It is situated in purpose built premises in the grounds of Rosley Church of England Primary School, which is located between Carlisle and Wigton, and is owned and managed by a parent committee. It operates from a mobile classroom and the children have access to a secure enclosed outdoor play area.

The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The pre-school opens Monday to Friday from 8am until 5.30pm, term time only. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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 more opportunities to learn about the world and celebrate difference in their play and learning.

Inspection judgements

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

Children are happy, confident and thoroughly enjoy their time in this welcoming and friendly pre-school. All staff have a good understanding of the Early Years Foundation Stage and use this to assess and plan for children's learning. Staff gather a good amount of information from parents as soon as the child starts at the setting that contributes towards identifying their developmental starting points. This means that staff are accurately able to show how children are making good progress in their learning and development, in relation to their starting points. Each child has a development file containing photographs, observations and progress reviews. Staff complete regular progress reviews, that detail children's achievements and next steps in their learning. This information is always shared with parents so that they are kept updated on their child's progress. Parents are encouraged to share information about their child's experiences and achievements, so they can be fully included in their children's learning. There are effective systems in place to complete the required progress checks for children aged two years. Staff use information from their well-established observation, assessment and planning system to assess if children are making progress as expected for their age and stage of development. This means that any child who is not making progress as expected gets

support quickly to enable them to rapidly move forward in their learning. Staff plan and provide interesting experiences and activities that challenge children to make good progress and prepare them for school. They build on the current interests of the children. Consequently, children are active, confident learners engaging in activities with enthusiasm. For example, the children are particularly keen to learn about Winter. They enjoy reading books about Winter and learn about animals that prefer cold weather. A group of children explore frozen ice shapes with a practitioner. The ice shapes have toy animals frozen inside them that are associated with Winter, and the practitioner skilfully questions the children about how they can free the animals from inside the ice. The children are allowed sufficient time to think and quickly decide they have to dig the animals out of the ice. They use a range of tools including a chisel, hammer and screwdriver and show deep levels of concentration as they chip away at the ice. This supports children's hand-eye coordination and helps them to make connections in their learning.

Children carry out a number of creative activities throughout the day, which are monitored closely by staff who are there to further enhance their learning. Communication is given a high priority with all ages of children and staff use very good questioning techniques to encourage children's understanding. A strong emphasis is placed on problem solving and talking through what children are doing through the use of open-ended questions. Children with English as an additional language are well supported and staff work closely with parents to ensure that they make good progress. The children access an already good range of resources to help them learn about difference and diversity. However, there is scope to further enhance and support their understanding of the world around them by providing children with more opportunities to learn about different people, communities and beliefs so that they celebrate difference as part of their play and learning. A 'sound of the week' has been recently introduced within the setting. Children learn about things that begin with certain letters such as 's', and practitioners teach children how to sound out the letter, modelling mouth formation and the sound that this makes with their mouth. The children eagerly and successfully recall items they found in the setting the day before, such as a sand timer, sock, satsuma and slipper. A child arrives at the pre-school and proudly shows the practitioners the poster she has made at home with her parent. She tells the group that she went on a sound hunt to find all the things at home that begin with the letter 's'. She beams with delight as her poster is prominently placed on the 'sounds' display. This type of activity is successful in supporting children's understanding of letters and sounds, involves parents in their child's learning and helps children to make connections in all their learning experiences.

The quality of teaching is good and sometimes outstanding, because practitioners have high expectations of what children can achieve and build on what they can already do. As a result, the foundations for children to acquire the skills and knowledge to learn and develop effectively are well rooted. Children are independent and enthused learners who are provided with a balance of adult-led and child-initiated activities. Practitioners skilfully question children during their play to offer further challenge in their critical thinking skills. For example, the children were reading one of their favourite books about flying pigs with a practitioner. She told them that one pig had a bike made from straw and asks, 'would that work?'. One child responded, 'no, it needs to be a metal bike'.

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

All children are very well settled and are happy when they arrive at the pre-school. The settling-in process for children is responsive to the individual needs of the child and their family. This means that children's care routines are adhered to and that changing needs are consistently met. All staff display good understanding and sensitivity towards making sure children feel secure and valued. Children are well supervised at all times. The key person system is firmly embedded within the setting and is used effectively to increase children's feelings of safety. As a result, children settle quickly into the setting. Staff work closely with parents and carers and other specialists, should they become involved in the care of the child. This results in the sharing of information which effectively supports children's all round development.

Children are taught about healthy eating as they enjoy balanced and nutritious meals each day. Fresh drinking water is accessible for the children at all times. Meal times are used as social occasions, as children and practitioners sit together to eat and drink. They talk about the activities and experiences they have recently enjoyed. This means that children have regular opportunities to consolidate their learning and build upon what they already know. Children's independence skills are very well promoted. Staff have high expectations of children's capabilities and encourage them to become independent learners at every given opportunity. For example, children place their cups, plates and cutlery into a washing up bowl after meals and children take it in turns to independently wash and dry the dishes using warm, soapy water and tea towels. This means that they effectively acquire skills that ensure they are well prepared for their eventual move to school.

The indoor environment is warm, stimulating and very well equipped with developmentally appropriate resources. A wealth of quality resources are stored at low level which enables children to explore their own interests as they access resources independently. Children enjoy daily opportunities to explore the outdoor area in all weathers. They wrap up warm and put on their Wellington boots so that they can go and splash in the puddles when it is raining or squish about in the mud and prepare pretend meals in their 'mud kitchen'. Children are extremely well prepared for new challenges they might experience, in particular when they start school. The manager works very closely with the school in which they are situated to ensure that the children benefit from visiting school as often as possible, with regular visits to the pre-school also arranged from the school's reception class teacher. This helps prepare children for their eventual move on to school and supports their emotional well-being during the transition period.

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

The manager and staff team have a very good understanding of their responsibilities to safeguard children and to promote their welfare. Robust recruitment procedures and induction processes ensure staff suitability is established when they are employed. Children are kept safe through the implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. The building and grounds are secure, which ensures that children cannot leave

unaccompanied. Staff have a clear understanding of risks and the environment is regularly risk assessed so that potential hazards can be made safe or are removed.

The self-evaluation system in place is efficient and continuous. There are regular team meetings that identify and address any queries from staff and feedback from parents. Continuous professional development is encouraged at the setting and staff have access to a wide range of training opportunities to enhance their knowledge and skills. This means that gaps in learning are closing. The manager closely monitors her team and staff have regular supervision meetings to enable them to address any issues that arise. The manager has successfully addressed the recommendation from the previous inspection. As a result, she demonstrates a clear drive for improvement and the ability to inspire change. The manager demonstrates a secure knowledge of the learning and development requirements. The manager's overview of the educational programme is effective. Planning and assessment is monitored and children's progress is carefully tracked to identify children and groups of children who may be making slower than expected progress. The manager ensures that key persons make accurate judgements on children's progress, which has led to all children being well prepared for school.

Partnerships with parents and carers are very strong. Parents state that they are extremely happy with the setting and describe the manager and key persons as 'absolutely wonderful' and 'always prepared to go that extra mile'. Parents praise the key persons for the informative conversations that take place each day. It is clear from the comments parents make that the children benefit from a range of enjoyable experiences, which promotes their good progress and development. Through parents, staff link with external professionals such as speech and language therapists. They implement suggestions and guidance given by outside professionals, which means that children with differing needs receive the targeted support they need. As a result, all children make good progress, enabling them to reach their full potential.

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	317585
Local authority	Cumbria
Inspection number	865126
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	11
Name of provider	Busy Bees Committee
Date of previous inspection	15/11/2010
Telephone number	07919 422527

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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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