

Botley Bees Pre-school

The Market Hall, Botley Square, Botley, Southampton, Hampshire, SO30 2ES

Inspection date

29/01/2014

Previous inspection date

11/06/2010

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

- Children's emotional well being is particularly well supported because staff provide a caring and supportive environment where they flourish.
- A committed and well organised team of staff provide children with challenging and interesting activities that help them make progress in all areas of their learning.
- Staff promote children's communication skills well by encouraging them to talk about what they are doing, introducing new vocabulary and valuing what they say.
- Management and staff establish highly effective relationships with parents. This helps them meet children's individual needs well and involves parents in their child's learning.

It is not yet outstanding because

- Children do not fully understand the importance of looking after their environment and preparing for the next activity, such as helping to tidy the toys after play.
- Staff do not always recognise the need to encourage children's participation and maintain their interest during group activities.

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 indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector reviewed and discussed self-evaluation documents.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Marilyn Joy

Full report

Information about the setting

Botley Bees Pre-school registered in 1991. It is a committee-run pre-school that operates from the Market Hall in Botley Square on the outskirts of Southampton. The pre-school serves the local area with most children attending living locally. They are registered on the Early Years Register. Sessions run in term time only from 9 am to 12 noon with a lunch club running until 1 pm on Monday, Tuesday and Thursday. On Wednesdays they are operate sessions from 9am until 3pm. The pre-school is registered to provide free early years education for children aged two-, three- and four years. Currently there are 26 children on roll in the early years age group. Children attend for a variety of sessions. The pre-school supports children who have special educational needs and/or disabilities. There are six staff who work with the children. There is one member of staff who has Qualified Teacher Status; one who has a level 6 degree; two with early years qualifications at level 3; one with a qualification at level 2 who is currently working towards a level 3, and one who is currently working towards a level 2 qualification. The pre-school receives support from advisory staff from the local authority.

What the setting needs to do to improve further

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

- develop children's understanding of responsibility for their environment. For example, by tidying away their toys after play
- review the organisation of some group activities so that children continue to be fully engaged and involved in their learning.

Inspection judgements

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

Children make good progress in their learning because staff teach them well. They regularly observe children and record their achievements and interests. They use this information to track and plan each child's progression. Staff incorporate children's next steps into the daily and weekly planning. This provides good challenge for children's individual learning during the exciting activities that they enjoy. Staff fully involve parents in this process so that they can share children's experiences and promote learning at home. The examples of children's work, photographs and information in their learning journals, clearly demonstrates that staff promote learning well across all areas. Staff complete the regulatory progress checks for children aged between two and three years. Staff recognise the importance of this to help identify when children may need additional help to reach their expected levels of development. There are clear processes within the

pre-school for working with other agencies and liaising with parents if the need arises. Consequently, children receive the help they need to achieve well according to their individual capabilities.

Staff successfully promote children's language skills because they communicate well with them. They speak clearly and talk to children about what they are doing. They introduce new words and provide children with the vocabulary they need to express themselves. For example, the effective organisation of a music session enables children to experiment with instruments and their sounds. Staff teach them the difference between fast and slow, quiet and loud. At the end of the session some children want to continue playing and creating their own music. Staff encourage this well and listen attentively. They encourage children to take turns to perform while others listen and watch attentively in the audience. Consequently, children feel valued and eager to express themselves musically. They learn new words, such as 'audience', and the need to be kind to one another by taking turns.

Staff organise play areas with a good variety of activities. Craft materials are easily accessible so that children can use them independently and make their own choices about what they want to make. They can also return to their work later. Children thoroughly enjoy making models and painting cardboard boxes. Many enjoy dressing-up and staff follow children's interests with the theme in the role-play area, even though they were planning to change it. This demonstrates good teaching because they recognise children learn best when following their own interests and enjoying their play. However, on some occasions, staff do not always recognise that some children are not fully participating during group activities. This is because the activities sometimes go on for too long or staff are tidying up rather than supporting the activity.

Staff encourage children's mathematical and problem solving skills well. They display pictures of shapes along the route from the playroom to the outdoor area. Staff help children recognise what they are. Children eagerly identify triangles with three sides. Guttering and buckets are set up outside to create a flow of water. However, as there is nothing to catch the water on the end; some children quickly work out they need a bucket on the end and find one in the mud pit. There are not enough containers for everyone and the water caught in the bucket is black. Staff cleverly encourage children to consider what has happened to the water and what they can do to ensure everyone can join in. Consequently, these good opportunities enable children to learn to solve problems and think for themselves. Children thrive because of the good experiences they receive, which help prepare them well for future learning.

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

Children are confident and enthusiastic individuals, who enjoy learning. They arrive eagerly and quickly decide what they want to do. Staff gather clear information from parents when children first join the pre-school and as part of ongoing discussions. Alongside their own observations, this helps staff get to know the children and their interests well. Consequently, staff know what new children enjoy playing with and set out toys, such as the farm set, to help them feel safe and encourage their confidence. Each

child has a key person whose role focuses on their individual needs, helps them to settle, liaise with parents and promote their learning. This works successfully for parents, children and staff. There is a happy and sociable atmosphere in the pre-school. Children make friends and play enthusiastically together.

Staff help children prepare well for school and the next stage in their learning. They introduce clear routines so that children know what to expect. For example, children know they have to put their coats and boots on to play outside in the winter and walk through the building together to stay safe. Staff promote children's independence effectively by encouraging them to do things for themselves, such as organising their own snack. Children are familiar with routines at snack and meal times and this also helps them develop good hygiene habits. Staff invite children to help tidy up and put the toys away before they sit down for circle time. However, children often become distracted and return to playing because staff do not focus them on the task in hand. Consequently, children do not always understand the importance of looking after their environment or finishing a task they have started. Overall, children behave very well. They benefit from the positive role models staff present. Children copy what staff say. They frequently say please and thank you and competently explain that the egg timer helps them take turns on the computer. The pre-school resources are good, with a wide range of toys and equipment to support children's development. Many resources are easily accessible and children can freely make choices between them, in addition to those already set out in the playroom.

Children experience a healthy lifestyle at the pre-school. They play outside daily. Staff make imaginative use of the limited space outside to create an inviting play area in the fresh air. The pre-school provides boots and all-weather playsuits to help protect children's clothes and keep them dry. This allows children to freely explore mud and water. Children take pleasure in learning and investigating, as they splash in puddles and attempt to paint with mud.

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

The pre-school is friendly and welcoming for children and parents. Its organisation is good overall. The dedicated team of staff receive good levels of support from the management. The management has a strong focus on improving the quality of the provision and the outcomes for children. Management and staff have a secure understanding of the Statutory Framework for the Early Years Foundation Stage. There is a clear emphasis on keeping children safe and helping them to make good progress in their learning and development. The organisation of all the regulatory documentation and information regarding the daily operation of the pre-school is thorough. Staff have a good understanding about how children learn and develop. They plan a stimulating educational programme and accurately monitor children's progression. This strong support for children's individual needs results in them making good progress and achieving well.

Management use stringent recruitment and selection procedures when employing staff. They support this with a thorough induction system so that staff understand their roles

and responsibilities well. Management continue to support staff in their work through regular staff meetings, training and appraisal. However, management identify this as an area they want to improve. They have clear plans for introducing more effective processes to support the professional development of staff and quality of the pre-school. Management respond positively to the feedback they receive. For example, following a recent review by the local authority, they have introduced a detailed action plan of improvement and made changes to hygiene arrangements. Additionally, the review of staff training helps to ensure a consistent approach towards effective practice. For example, to improve children's welfare further the management are currently improving the nappy changing facilities. All issues raised at the last inspection have been successfully addressed; the management always notify Ofsted about any changes to the committee. Management and staff complete thorough risk assessments and implement effective safety measures throughout the premises. Consequently, children are safe and secure.

There is a secure knowledge and understanding of child protection issues throughout the pre-school. There are clear procedures for staff and management to follow. Staff attend training and know what to do if they have concerns about a child in their care. This helps protect children from harm and keep them safe.

A clear strength of the pre-school is the good partnerships that they develop with parents. Parents receive good information about all aspects of their child's care and learning. There is a good focus on information sharing, such as through an extremely informative website, social networks, daily discussions and written records. Each child has their own 'chatty book' and there is a 'Betsy Bee diary' that they can take home. This allows staff to forge strong links with home and value children's home experiences at pre-school. Management and staff are fully aware of the importance of confidentiality and there are clear procedures to maintain this practice. Parents are very positive in their comments about the pre-school. For example, they refer to how happy and settled their children are, the exciting activities and outings they enjoy and how well they know their child's key person. Children benefit well from the good relationships that develop. Staff liaise with other settings that children attend and have good links with other professionals. This results in effective partnerships and provides continuity in children's care and learning. Additionally, this helps support children's smooth transfers between their educational phases.

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	110037
Local authority	Hampshire
Inspection number	845627
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Botley Bees Pre School Committee
Date of previous inspection	11/06/2010
Telephone number	07780 946023

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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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Piccadilly Gate
Store St
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