

Bright Bees Pre-school

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

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| Inspection date | 03/02/2014 |
| Previous inspection date | 13/12/2013 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | 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

- The pre-school has good strategies for involving and supporting families and, as a result, parents feel part of their children's learning.
- The key person system is firmly embedded into practice so children's well-being is effectively supported.
- Staff at the pre-school teach children and families about healthy eating and introduce them to new tastes. Therefore, children's good health is promoted well.
- Staff have a good knowledge of safeguarding procedures and, as a result, keep children safe.

It is not yet outstanding because

- Sometimes group activities are too big and not all children join in. Consequently, some children occasionally become distracted.
- Staff do not always remember to take a first aid box with them when they use the ball court next door, so would not be able to respond immediately to an accident.

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 had a tour of the pre-school, looked at documentation and spoke to staff.
- The inspector observed children and looked at their learning journeys
- The inspector held a meeting with the provider and manager and conducted a joint observation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Samantha Faulkner

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 seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The provider and manager have Early Years Professional Status. The pre-school opens from 8.30am to 12.15pm on Monday, Tuesday, Wednesday and Friday, term time only. Children attend for a variety of sessions. There are currently 26 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:

- consider the age and stage of development of all children when planning group activities to ensure all children become fully engaged and learn effectively
- implement a system to ensure that a first aid box is always carried when staff and children are away from the building.

Inspection judgements

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

The pre-school staff have strong strategies to engage with families and, as a result, they gain a good insight into children before they start. Parents provide information about what their children can do at home and about their individual needs. Staff speak to families during their visits and settling in sessions to gain a good insight into what the children enjoy playing with and any interests they have. This means that children settle well and enjoy their time at pre-school. Staff work with parents wishes about how to settle children and what activities they can join in with. For example, a child is not able to play outside, so staff provide activities indoors as an alternative. Staff carry out their own observations and use this information to make assessments about children's starting points, which means they can monitor what progress they make. Staff meet weekly to plan for the following week and they discuss what worked well and what all the children's next steps

are. As a result, there is breadth and depth to the curriculum and children have opportunities to play.

All seven areas of learning and development are taught by a staff team that is experienced and knowledgeable. Observations are linked to ages and stages of development and planning is focused on the individual child and linked to their next steps in learning. Each child has their own planning sheet and tracker and a weekly plan is on view for parents to see what their children play with. As a result, staff are able to identify any gaps and make changes where required and all children make good progress. Teaching is often led by the children. For example, when the children go on a short walk and it is wet and muddy, it reminds them of a favourite book they read about a bear and they act out the story in the local area. When they get back to the pre-school children are excited about building a home for the characters and excitedly gather together boxes and craft items. Therefore, staff promote children's creativity and curiosity and they are fully engaged in their learning. Staff carry out good assessments about children's learning, including the progress check for children aged two, which focuses on the prime areas of learning and development.

Staff have appropriate training to help children with additional needs and this is shared with the whole staff at regular meetings. The nominated person is experienced and knowledgeable and staff adapt their teaching strategies to ensure all children, including those with special educational needs and/or disabilities, are included and able to take part in activities to promote their future learning. The pre-school have implemented a reading scheme to encourage fathers to read with their children at home and they send home weekly sheets with ideas to extend the children's learning at home. This starts to prepare children for school and parents speak highly about how their views are valued and respected by a friendly and helpful staff team.

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

The key person system is well embedded into the daily routines of the nursery. Parents and children know their key person, however, the children are confident with all staff and happily go to the toilets with any member of staff. Staff are knowledgeable and passionate about their key children and teach in key person groups. However, at times groups join together and are quite big and some children find it difficult to sit still, so their attention wanders and they lose interest. Staff engage well with children as they change their nappies and continue to teach them, through singing or chatting and close eye contact. As a result, children are settled and thrive on the close bonds they have with the staff. Resources are accessible to children and are set out to make them inviting to children, encouraging them to try new toys or games. For example, there is a sewing activity that children try for the first time and children's independence is promoted as they try to thread the wool. Children access the toilet with the aid of an adult as the facilities are shared with the community centre. However, there is an agreement with the local authority which means that the pre-school has exclusive use of the ladies toilets and can safeguard the children as they use the toilets. Children's independence is supported as they wash their hands on their own and most children dress and undress for the outdoors. Independence is further promoted at snack time, as children pour their own drink and

help themselves to snacks.

Children's health and hygiene is promoted through the good standards that staff demonstrate in the pre-school. Protective gloves are worn during nappy changing, to prevent the spread of germs and children always wash their hands before handling food. Staff help to teach children about personal safety when they use scissors and climb the hills nearby. Children are encouraged to take risks, such as, running up the hills in front of the staff or using blunt knives to cut their fruit at snack. Younger children are supported on the balance beams, which are part of the obstacle course in the room. The nursery has written risk assessments which are detailed and reviewed annually. These include actions to be taken on outings and the requirement for a first aid box. However, staff do not always remember to take the first aid equipment with them when they take children to use the ball court next door, and this may lead to a slight delay in children receiving treatment for minor accidents when playing outside. Children have daily exercise and access to the outdoors by exploring the local area, parks and the ball court. As a result, children's understanding of the world and their physical well-being is promoted. Staff have clear policies and procedures for keeping children safe on outings. They use a 'walkodile' to safely walk with six children at a time and teach children how to behave and stay safe by holding hands.

The pre-school actively encourages healthy eating during snacks. For example, children enjoyed grapefruit, banana, apple, cheese and crackers on the day of the inspection and can choose how much and what to eat. Parents are encouraged to support the healthy eating at home and are invited to the pre-school to make pancakes with healthy toppings. Children's learning is supported with games and puzzles, teaching the reasons for healthy eating. Deployment is good and both the provider and manager ensure that ratios are always maintained when children are in the pre-school or play outside. Partnership with parents ensures that all children settle as quickly as possible and children visit as many times as they need. At times when children do not easily cope with the separation from parents, the staff work in partnership with parents to have a joint strategy, so that the child has consistency in their expectations. As a result, children enjoy their time at pre-school and the strong support from their key person ensures they are emotionally secure. Staff provide parents with accurate information about what their children have done at pre-school. Behavioural management strategies are age appropriate and staff are consistent in their approach, as a result, all the children were well behaved during the inspection as they know what is expected of them.

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

The pre-school is led by a good management team, who are both qualified to Early Years professional Status level. The provider and manager fully understand their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and have been sharing recent changes with all of the staff. The inspection was brought forward as a result of concerns around the day-to-day operation of the pre-school. However, the provider is found to be meeting all of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff are very

knowledgeable about safeguarding policies and procedures and know how to report any concerns to ensure children's safety and welfare. They have a clear whistle-blowing policy and work with the local safeguarding agencies to support families. The premises are secure and the internal door to the pre-school room cannot be accessed by visitors to the community centre. As a result, children are kept safe.

Staff training is held every month and staff are all motivated and keen to learn. Several staff have recently attended training with regards to children's speech and language and they are starting to implement these strategies. For example, staff give children clear choices at snack, such as, 'milk' or 'water'. Parents are pleased with the progress that their children make with their communication. All staff value the training offered and share any information they gain at regular staff meetings and are encouraged to implement any new ideas. This has a positive impact on children's learning. The manager holds regular supervisions and annual appraisals and action plans are set to further improve teaching in the pre-school. Peer observations are used as a means of monitoring staff performance and ensure teaching and learning is sharply targeted to ages and stages of development. Systems for recruitment and checking staff suitability are robust and all staff have completed suitability checks before they are left alone unsupervised with children. Staff understand their responsibilities about reporting any changes affecting their own suitability. Clear inductions help new staff understand how the pre-school runs and what their roles and responsibilities are. Staff are knowledgeable about the Early Years Foundation Stage and understand company policies and procedures, which are well written, regularly reviewed and are embedded into practice to ensure staff are meeting the needs of all children.

The manager understands her responsibilities in relation to children's learning and development. She monitors planning and child records and ensures that observations are correctly linked to ages and stages of development. Cohort studies allow the manager to identify any gaps in the curriculum and to make any changes to children's planning. The pre-school regularly reflects on practice, and staff and parents contribute to the self-evaluation of the pre-school. There is a clear, well-defined development plan which focuses on improving the service for all the children. Parents' information boards contain support, links to other professionals and information about the activities children do. All parents are happy with the pre-school and are pleased at how well their children have been supported with potty training and the improvements they have made in their communication. The pre-school has strong links with other professionals, who support them with promoting children's communication, medical or learning needs.

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

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| Unique reference number | EY464993 |
| Local authority | Leicester City |
| Inspection number | 952819 |
| 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 | 26 |
| Name of provider | Bright Bees Nursery Ltd |
| Date of previous inspection | 13/12/2013 |
| Telephone number | 07762878250 |

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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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