

Bizzy Bees Pre-School

Blyth West Childrens Centre, Devonworth Place, BLYTH, Northumberland, NE24 5AQ

Inspection date	03/02/2014
Previous inspection date	15/06/2009

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

- Teaching is good because the vast majority of practice is very strong and staff are skilled in engaging children's interest and motivating them to learn. As a result, children make good progress in relation to their starting points.
- Children receive warm, loving care and attention from the staff, promoting their emotional well-being at all times.
- Children's safety and security is a high priority in the setting and staff demonstrate a very good understanding of how to protect children's welfare, including working in partnership with other professionals.
- Methods for monitoring staff are focused and the programme of professional development is consistently targeted to ensure that the provision continues to improve on their already good practice.

It is not yet outstanding because

- There is scope to develop children's independence skills at snack time so that they learn how to use tools safely when preparing the foods and how to hold and use jugs to pour their own drinks.
- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed activities in the playroom and outdoor area.
- The inspector met with the management team, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the pre-school and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full report

Information about the setting

Bizzy Bees Pre-School was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Blyth West Children's centre on the outskirts of Blyth and is run by Barnardos (North East). The pre-school serves the local area and is accessible to all children. It operates from a self-contained unit in the centre and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 and above, including one member of staff who holds Early Years Professional Status.

The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 13 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 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:

- develop children's independence skills when providing snack so that they learn how to use tools safely when preparing the foods and how to hold and use jugs to pour their own drinks
- develop ways to ensure all staff have a consistent understanding of effective open-ended questioning, so children continue to build on their ability to think creatively and critically.

Inspection judgements

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

The quality of teaching is good because staff have a very clear understanding of their responsibility towards children's learning. They provide a wealth of experiences, activities and resources to support and stretch children in their learning. Staff make plans for inclusive activities based on their observations of what individual children can do and use information about their interests to help motivate them in their learning. Planning takes place on a daily basis following an evaluation of how the session went. This enables management and staff to feedback from their observations and discuss individual children's progress and next steps in their learning. This means that planning is very

current for each child and is focused on their interests and individual learning needs and supports children in their good progress towards the early learning goals. There is a clear system to evidence, monitor and track children's learning through effective observations and assessments. This means that key persons have a clear knowledge and understanding of children's individual learning needs. Support for children with special educational needs and/or disabilities is consistently effective. Excellent teaching methods are employed to meet children's specific needs and to promote their all-round development. These include promoting children's personal, social and emotional development through staff role modelling how to interact with each other and helping children to play with other children by sharing resources. As a result, children get the best possible support and are fully included in all aspects of the pre-school.

Teaching is effective overall. All children are making good progress towards the early learning goals. This also helps to prepare them well for their future learning and the move onto school. Group activities cover several areas of learning for children. For example, staff teach children a new 'song of the moment'. They use props to support the song showing children a horse, cow and sheep for the different verses and show children the actions. Children listen and start to pick up on the song and copy staff as they try to do the actions. Staff help children learn how to communicate in a variety of ways. They use sign language during the song, asking children if they know the sign for 'sheep'. They show them how to do it and encourage children to copy them. Staff follow this with a familiar rhyme using props again that engage the children in buying a currant bun with a penny. This helps children to learn what happens when one is taken away from a group of five buns. Staff join in with children's play and take the opportunity to teach children about language associated with size. They ask children if a toy lion will fit in the toy farm that they are playing with and talk about the lion being too big. Children receive praise from staff when they work out that the lion will fit through one of the doors. Staff provide sensory experiences for children to experiment and explore different textures. They have dried noodles and add water. They talk to children about the differences between dried and wet noodles and encourage children to squeeze them with their fingers. Staff introduce words, such as, 'squidgy' and 'squelch' as they squeeze the noodles along with the children. This helps children to learn new words to describe what they are doing. Children respond by saying the noodles feel sticky and slimy. However, although the activity is well thought out and the planned areas of learning are followed by staff, in their enthusiasm they do not give children the time to respond or think for themselves in response to all of their questions. This means children's critical and creative thinking skills are not always supported as well as possible.

Staff are passionate about supporting parents as well as children and see their role as vital in enhancing this partnership at every opportunity. For example, parents are invited in every Friday to join their children for 'together time'. This gives parents the opportunity to see what happens in the pre-school and for them to join their children in their activities. Staff have consulted parents on their views about the sessions and have received comments, such as 'It's nice to watch my child explore, I have had a lovely time, thank you and I hope you do this all the time'. Parents have also made suggestions about what they would like to do in the sessions, which resulted in staff organising a session where they played games with their children. Parents have access to their children's development record at any time and are invited in to meet their child's key person once a term, so that

staff can feedback to them about their children's development. The progress check at age two is shared when appropriate, which helps parents to understand what their child's next steps will be in their development and what they can do to help them at home.

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

Staff are caring towards children and treat them with respect and affection. This results in the warm, happy atmosphere that is clearly evident at the pre-school and means that children's emotional well-being is fostered well. Settling in visits help children get to know their new surroundings, the staff and other children prior to starting. This means there is a smooth transition from home to the pre-school. There is a key person from the staff assigned to each child and effective steps are taken in their absence to ensure that a named person takes over. This means that children's emotional well-being is securely supported. Comprehensive steps are taken by staff to find out all about children's needs and preferences through meetings with parents and documentation that parents fill in. For example, parents fill in an assessment where they rate their child's abilities, such as their speech, how they are when they separate from their parent and how they socialise with other children. These strategies help staff to find out about children's starting points, so that they successfully incorporate them into their planning for the child. Children's behaviour demonstrates that they feel safe and secure and they are confident and at ease. Staff have a calm and consistent manner with them and give them appropriate guidance for good behaviour where needed. Any slight incidents of frustration are dealt with appropriately, and children are learning to understand right from wrong.

The environment is stimulating, friendly and well resourced. All resources are stored at low level to encourage children's engagement. Children's physical development is positively promoted and they gain confidence as they move around. They have plenty of space indoors and outside and staff engage children in using their imagination as they play a game of getting stuck in the mud. Children play in the sand pit and scoop up and transport the sand to the toy kitchen and pretend to be cooking with it. Children are learning about self-care routines and how to manage their personal needs as staff guide them on how to independently wash their hands before mealtimes and after going to the toilet. Staff teach them to understand why they need to dress appropriately at certain times of the year. For example, staff explain that children need to wear hats outside because it is getting windy and their ears will get cold. Healthy snacks and meals are freshly prepared on the premises and children enjoy a variety of cut up vegetables and fruit. However, staff input is high at this time and children do not experience learning how to prepare the snack by using appropriate tools safely and how to pour their own drinks. Staff involve children in talking about the different foods they like while preparing them to go in the garden. This encourages conversations about children favourite meals. This means that children receive consistent messages regarding healthy options and eating, which contributes to their healthy lifestyle.

Effective systems are in place to support children as they move onto nursery and school. Staff have transition meetings with the school or nursery, particularly for children with special educational needs and/or disabilities. The latest review of children's development and their development tracker is sent to the new provision along with any information that

staff feel the new setting needs to know, such as links with other professionals. This means that the new provision is aware of children's individual learning styles and needs prior to them starting. This fully supports children's well-being as they adjust to periods of change and transition.

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

Arrangements for safeguarding children in the pre-school are good. The inspection took place following a notification to Ofsted from the provider when a child left the building unsupervised for a short period of time. Management have been very proactive to address the circumstances around the incident and it was found at the inspection that steps have been taken to ensure no child can leave unsupervised in future. Routines for the arrival and departure of children have been reviewed and changed to ensure that this type of incident does not happen again. Staff supervision of children has been reviewed at this time and steps taken to ensure a member of staff monitors parents bringing their children and collecting them through the door into the playroom. The security of the premises has been analysed and risk assessments have been updated to reflect the actions that have been put in place, such as signs being put up on the gates on the perimeter of the building, asking that all visitors make sure they secure the gate once they have gone through. These actions have all been taken to ensure the safety of children in future. The management team has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They ensure that all staff has a good understanding of the safeguarding policy through holding safeguarding meetings every two months, so that any concerns can be discussed and to support staff's understanding. Robust procedures are in place for recruitment and selection of new staff. There are induction procedures in place and regular supervision meetings to ensure that staff remain suitable for the post. This ensures that staff practice and the quality of teaching is monitored well and training needs are identified and taken up, as required. Any concerns about staff practice are quickly addressed and effective steps are taken to address the concern. Staff are well qualified. They are all required to complete key courses, such as, safeguarding, health and safety, and equality and diversity.

Risk assessments are carried out daily by staff before children arrive both indoors and outdoors, to make sure that any possible hazards are minimised. Staff to child ratios are maintained through effective planning to meet the numbers of expected children and effective procedures are in place to cover staff absence. The management team use self-evaluation and action planning effectively to make changes and improvements, and they set clear targets for development. They are currently reviewing how staff keep records to ensure that requirements are met and the correct information is recorded. This shows that the management team and staff are able to continuously improve the pre-school and improve the care and learning for the children. The recommendations raised at the last inspection have been satisfactorily implemented. For example, management have looked at how they share information about children's learning and development with parents and made sure they are aware of their child's development records through the termly meetings. Good processes are in place to monitor children's overall progress in their

learning and development. The deputy manager works alongside staff. She is able to monitor the effectiveness of teaching because she knows the children well. She checks children's development records and observes staff practice. At the end of each session, she leads the evaluation and planning for the following day. The development tracker for each child is checked so that any delays or gaps in children's learning are addressed.

Partnerships with parents are established and daily verbal dialogue is encouraged. Parents receive newsletters from the pre-school to keep them informed about the 'together time' and any other relevant information. Staff understand their responsibility to work closely with other childcare professionals, as appropriate, to support any identified needs a child may have. The siting of the pre-school within the children's centre means that referral and partnership with other services is well facilitated in order to support children's development and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	EY386980
Local authority	Northumberland
Inspection number	952816
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	13
Number of children on roll	13
Name of provider	Barnardo's
Date of previous inspection	15/06/2009
Telephone number	01670 541 150

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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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