

Busy Bodies Pre School

Gwinear Village Hall, Gwinear, Hayle, Cornwall, TR27 5LA

Inspection date	13/01/2014
Previous inspection date	03/02/2011

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

- Staff know children and their families well, which supports children's well-being effectively.
- All children make good progress in their learning and development because they engage in an interesting range of hands-on learning experiences.
- Staff have a thorough knowledge of safeguarding procedures and follow them to protect children's welfare.
- The strong partnership working with parents contributes well to the good progress that children make.

It is not yet outstanding because

- There are few photographs of children and their families within the environment to help give children a sense of their own immediate family and relations.
- There are limited opportunities for children to explore a variety of natural and sensory objects to enable them to further develop their growing curiosity.

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 viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, parents, staff and committee.
- The inspector observed interactions between staff and children.
- The inspector sampled pre-school documentation.

Inspector

Jayne Pascoe

Full report

Information about the setting

Busy Bodies Pre-School is a committee run group. It registered in 1986 and operates from Gwinear village hall near Hayle in Cornwall. The pre-school is open each weekday from 9.15am until 12.15pm, during term times only. On Thursdays, the pre-school hosts a community toddler and carer group for part of the session. The pre-school have use of an enclosed outdoor play area. There are currently 19 children on roll who are within the early years age range. They live locally and some also attend other early years settings. Children with English as an additional language attend. The preschool is registered by Ofsted on the Early Years Register. There are four members of staff, all have early years qualifications to Level 2 or 3. The pre-school receives funding for the provision of early education to children aged three and four years.

What the setting needs to do to improve further

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

- enhance children's sense of self further, for example through sharing photographs of children, their families, pets and favourite people
- increase opportunities for children to engage in sensory and imaginative exploration using all their senses, for example by providing a wide range of natural resources and stimulating visual and audio experiences.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They know children well and therefore provide a broad and balanced range of enjoyable activities, based on children's individual interests and abilities. Children are confident to initiate play and staff interact skilfully to enhance opportunities for learning. Adult-led activities also engage children fully and lead to purposeful learning experiences across all areas. Children actively seek adult involvement in their play, as they know this will enhance the experience further. For example, they ask staff to read them a favourite story, during which they listen attentively, ask questions and join in at appropriate times. This promotes their increasing levels of concentration and enhances their language skills. All children are inquisitive and keen to learn. Many children particularly enjoy outdoor learning and express their wish to play outdoors regardless of the weather. Staff respect their choice and accompany them outdoors to engage in a range of interesting learning experiences. They use the sand to build, dig and pour using a good range of tools and containers. They

engage in purposeful discussion with others about what they are doing. Some children build upon the positive relationships they have formed with adults by taking on the role of a 'guide'. Adults shut their eyes and allow children to lead them across the play area to the other side. This activity gives children a sense of responsibility as they lead the adult to safety, and encourages language skills as they stress the need to tread carefully and explain in which direction to walk.

Assessment records show that children engage in a broad and balanced range of suitably challenging activities across all areas. They are confident to initiate play and extend it further to achieve specific goals. However, staff do not always provide sufficient resources for children to enjoy quiet time and reflection, for example with the use of lighting and music. Planning is influenced by children's individual next steps. Staff share these plans with parents to encourage them to become involved with their child's learning. Adult-led activities and opportunities for free play encourage the development of children's physical skills. For instance, they handle small tools and equipment, such as scissors. Children confidently communicate with others through a variety of appropriate methods, such as verbally, signing, body language and facial expression.

Children with English as an additional language receive effective support from staff in partnership with parents. Staff obtain key words in their home language to help staff meet their everyday needs and cultural differences are shared, celebrated and respected. Although children benefit from a generally well-resourced environment, staff miss some opportunities to increase their sensory exploration and sense of belonging. For example, there are few photographs of children and their families available for children to share and discuss with their friends. Therefore, opportunities to revisit favourite experiences and events are limited. Children care for the environment and one another, as they tidy toys away after use and share their toys. These key skills underpin future learning. Positive working relationships with parents ensure that children benefit from a shared approach to learning, which successfully promotes their progress and makes them more likely to succeed. Therefore, children are able to reach their full potential.

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

Children enter the pre-school eagerly and separate easily from their parent. They settle to play with favourite toys provided by staff who know their individual preferences. Children form a secure attachment to their key person and have established positive relationships with other staff and children. This helps to promote their sense of belonging and self-confidence. As a result, the pre-school achieves a happy, family atmosphere in which everyone knows one another well, cares for and trusts each other. Children are confident, happy and independent. They move freely to join in activities, initiate role play and to request outdoor exploration. Good use of labelling enables them to freely choose toys and equipment as and when they wish. Children are able to play outdoors in all weathers as they wear appropriate clothing and footwear. Extra clothing is provided should these become wet or muddy. For example, children who wish to jump in puddles or play outdoors in the rain are able to do so. Staff ensure children are dressed appropriately before they go out. When they return indoors, wet or muddy, they help them to change

into warm, dry clothing. This process can be repeated as often as children wish. This shows that staff respect children's preferences. It also shows that they are kind, attentive, supportive and caring. As a result, children's needs are met very well. The pre-school is well organised, welcoming and comfortable. Children move freely to enjoy all aspects of the provision, which successfully promotes their independence. There is a wide range of learning experiences indoors and outdoors. Positive and effective partnerships with other providers are in place. This helps to maintain continuity of care and learning for those children who attend more than one early years provision. It also supports children in the next stage in their learning as they move on to school.

Staff set good examples to children and are positive role models. Children follow their lead and are well behaved, kind to one another, helpful and well-mannered. For example, they help to tidy away toys after use and maintain harmonious and cooperative play with their friends. Staff use effective methods to teach children about the people in the local community and wider world. This promotes their positive awareness and understanding of peoples' differences. These key social skills equip them for their next steps in learning. Staff teach children how to keep themselves in good health as they explain the importance of developing healthy eating habits, of regular hand washing and the benefits of fresh air and physical exercise. Children learn how to manage their personal care needs with appropriate levels of adult support. In addition, they are aware of how to keep themselves safe from harm as they practise regular fire drills and are reminded how to move safely to avoid trips and falls. Staff supervise children appropriately and demonstrate how to handle tools and equipment carefully to prevent accidents. These procedures reinforce children's sense of self-awareness and self-worth. In addition, they promote children's well-being and help them to feel safe and secure.

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

Staff have a secure understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. The designated safeguarding officer has completed appropriate training and staff demonstrate a good understanding of the local safeguarding procedures. All are confident to follow these if required. A written risk assessment is in place, which includes outings. Staff also complete daily visual checks on the premises, toys and equipment to promote children's safety at all times. The committee are supportive of the staff team and the manager is effective in her duties. All staff are confident and competent in their role and responsibilities and work effectively as a team. Recruitment, induction, vetting and appraisal systems are robust. A good range of written policies and procedures are in place and staff share these with parents to agree and maintain consistent and effective practice. The ongoing suitability of staff is assessed and reviewed regularly. In addition, training needs are identified promptly and appropriate opportunities to extend staff knowledge and skills are sourced regularly from the local authority. Unvetted persons are supervised with children at all times and visitors to the pre-school are monitored closely. Children learn to keep themselves and others safe, as they participate in regular emergency evacuation procedures and learn how to identify and manage everyday risk.

Assessment systems show that staff monitor and evaluate children's progress regularly. This enables them to identify appropriate next steps for learning and provide good opportunities for additional challenge. The quality of teaching is good and staff use interesting and appropriate methods to extend children's learning further. As a result, children make good progress in relation to their starting point. Partnerships with parents are effective in supporting children with English as an additional language and promoting home learning. Links with other early years providers and agencies contribute positively to meeting children's needs. The pre-school use a secure system for self-evaluation, which takes into account the views of children and parents. This helps them to identify appropriate areas for improvement. As a result, staff plan to enhance opportunities for children's learning and further promote their independence. For example, by increasing the use of labelling, letters, numbers and shapes and enabling children to help themselves to a wider range of resources.

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	EY242934
Local authority	Cornwall
Inspection number	814489
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	19
Name of provider	Busy Bodies Pre School Committee
Date of previous inspection	03/02/2011
Telephone number	07763420521

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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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