

Busy Beavers Pre School

Marks Farm Community Centre, Dunstable Drive, Braintree, Essex, CM7 3LT

Inspection date	24/03/2014
Previous inspection date	11/01/2011

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 staff have a strong understanding of how children learn and develop. They plan activities that encourage children's strong development across all the areas of learning.
- There are robust safeguarding and risk assessments procedures in place. Therefore, children feel safe and secure and this promotes their well-being.
- Children make particularly good progress in their personal, social and emotional skills. This is because a strong key person partnership with parents is established, and children's unique needs are quickly identified and met.
- The manager and her team are committed to ongoing improvement and their own professional development. They attend further training and as a result, the staff team are well qualified and knowledgeable in their roles.

It is not yet outstanding because

- Opportunities for children to further develop their independence skills and make choices are not consistently available. This is because some aspects of the organisation of snack and lunchtime are not well considered.
- Staff do not always maximise opportunities for children to further develop their decision making skills. For example, they are not able to make choices about when to play outdoors. In addition, the garden is not yet rich in text, signs and numbers to support children's continued learning outdoors.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities, both indoors and outdoors.
- The inspector held discussions with the manager, and talked to children and staff throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of suitability of staff and recruitment procedures.
- The inspector took into account the views of the parents spoken to on the day of the inspection.

Inspector

Lynn A Hartigan

Full report

Information about the setting

Busy Beavers Pre School was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within the Marks Farm community centre in Braintree, Essex. It is privately owned and managed. There is an enclosed area available for outdoor play. The pre school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The pre school opens Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm and 1pm until 4pm. A lunch club is also offered on a Monday. There are currently 44 children on roll, of whom all are within the early years age range. 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:

- create more opportunities for children to develop their independence skills, in relation to snack and lunchtime. For example, by enabling them to pour their own drinks, cut up and serve their own food
- strengthen and support children's learning and decision making skills, by providing them with more opportunities to choose whether they play indoors or outdoors, and further enhance the outdoor learning opportunities, for example, by ensuring it is rich in text, numbers and symbols.

Inspection judgements

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

Staff have a positive impact on the children's learning and development in this calm and welcoming pre-school. All members of staff have a clear understanding of how children learn, and their role in supporting this. As a result, the quality of their teaching is secure; therefore, children make good progress. The pre school positively encourages close working relationships with the parents. They are encouraged to share what they know about their child with the key person, who carries out initial assessments of children on entry. This is achieved through careful observations of them at play and through discussions with parents. The key person gets to know the children and their family well. They soon establish the child's learning preferences. For example, whether they prefer indoor or outdoor learning. They allow children time to put on their shoes and coats, encouraging them to be independent but are close by if support is required. Children are praised and have a sense of achievement when they successfully zip up their jackets.

Children play outdoors daily. However, opportunities to fully maximise children's choices and decision making about their play and learning are not yet fully embedded in practice. This is because there are set times for using the garden, particularly in the morning sessions. Regular, ongoing discussions take place with the key person and parents, who are positively encouraged to contribute to their child's learning journals. Assessments of learning, such as the progress check at age two are used effectively to support the children's future learning needs. These are also used efficiently to identify if any extra support is required. Children who have identified special educational needs and/or disabilities receive good support, staff show particular sensitivity. Good links have been established with a range of other professionals to ensure children are fully supported, offered consistent learning opportunities and reach their full potential.

Children play in a welcoming child-friendly environment. A good range of resources are stored well, enabling children to easily access them. This means they can self-select and initiate their own games and learning. Priority is given to helping children acquire communication and language skills. Their personal, social and emotional development and physical skills are also supported well. This means children are able to express themselves, show confidence and take care of their personal needs. These are all good skills they need for their future learning and eventually school. For example, the staff teach children to listen to one another and take turns at group discussion time. Children discuss the days of the week, count how many children are present and confidently talk in a group situation. Children are kind to one another, working well in a group when constructing a train track. They share toys and talk about their friends. Children are happy and there is a very calm atmosphere.

Children enjoy colouring and concentrate for some time as they colour spring flowers. They discuss the colours they use, making very good attempts at writing their names. They happily make cards and gifts in preparation for Mother's day. They enjoy role play, using the home corner and props with enthusiasm. They have picnics and barbeques with their friends. They have great fun in a den they make from blankets and the climbing frame, happily chatting and giggling together. Children talk excitedly about the space ship they make with the construction toys. They are praised for their efforts and it is suggested they display these on the window sill for their parents to see. This creates a sense of belonging and achievement. Children enjoy stories, interacting as staff skilfully ask questions. This provides opportunities for children to think and predict outcomes. Children relish their time outdoors and excitedly play with the sand, water and ride-on toys. They run and throw balls. They plant flowers and show fascination when birds eat the sunflowers. However, learning opportunities outdoors are not fully maximised and embedded in everyday practice, for those who prefer outdoor learning. This is because the garden is not used throughout the session, and children have fewer opportunities to learn about the meaning of text and numbers in the garden, as it is not rich in visual prompts and signs.

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

A highly effective key person system means children form close attachments with the adults who care for them. As a result, children settle quickly, happily separating from their

parents. Parents are warmly welcomed into the setting as they help their children change their shoes and are encouraged to stay until they are settled. Soft shoes are encouraged, so that children are comfortable indoors, but children only change their footwear if they feel comfortable to do so. Children happily wave goodbye and are very familiar with the routine. They sit readily on the carpet for registration and to share news. Staff know the importance of a good settling-in process to ensure successful future learning. They invest time getting to know the child and their family. Information is gathered about the child's likes, dislikes and routines on entry, and this is used to promote continuity and a smooth transition from home to pre school.

Staff are sensitive toward the children and respond to their physical and emotional needs. For example, recognising when they may need a cuddle or are getting upset when they need the bathroom. Children's good health is promoted as they have daily opportunities to play in the fresh air. They are provided with healthy snacks, which include a variety of fruits, vegetables and savoury biscuits. However, at snack time and during lunch club opportunities to develop their independence skills are not fully maximised. This is because children are not consistently encouraged to participate in routine activities, such as the preparation of snack and laying tables. They are not encouraged to pour their own drinks. Children have access to drinking water throughout the session but younger children are not able to independently pour a drink as the jug is too large and heavy. Children are able and do manage their own hygiene needs well, with children fully understanding the need to wash their hands before snack without prompting. They develop the skills they need to keep themselves and others safe through everyday routines. For example, children practice fire drills to ensure they know what to do in the event of an emergency.

Children's behaviour is very good. Staff have created a friendly and relaxed play environment. All children are respected as individuals. Activities and some resources are provided to acknowledge similarities and differences in lifestyles. For example, children celebrate Chinese New Year. A variety of cooking utensils and dressing up costumes are available within the role-play area that promote diversity. Consequently, children display positive behaviour and respect for one another. Children receive ample praise and build self-esteem and, as a result, children develop self-confidence to participate in a good range of learning activities.

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

The manager understands her overall responsibility to ensure the safeguarding and welfare requirements are implemented. All staff consider safeguarding children as a high priority. This means children's welfare is protected and they play in a safe and secure environment. Safeguarding policies and procedures are regularly reviewed, and staff have a clear knowledge of their roles in reporting any child protection concerns if necessary. This has been further enhanced as staff have completed safeguarding training. Managers have completed appropriate checks to ensure staff are suitable to work with children. Risk assessments are completed and mean that regular checks are carried out to ensure children are kept safe from harm.

There is an established staff team, offering continuity of care for the children. They are committed to providing a quality service and are keen to attend training whenever possible, to further develop their knowledge and personal development. Beneficial training is positively encouraged and supported by the manager. Daily discussions take place between the manager and her team, regarding any pre school issues. Supervision is given to all staff, who also benefit from annual appraisals. Staff practices are monitored. The manager oversees the learning journals, and monitors the quality of teaching and children's learning outcomes. A self-evaluation process is in place and parents are encouraged to contribute their ideas to ensure the continued development of the pre school. Children's views are also considered. For example, they are asked what they like about their time at pre school and what changes they would like to see.

Partnerships with parents are well established. Consequently, they provide positive feedback about the provision. For example, parents spoken to at the inspection are complimentary about the approachable, supportive and friendly staff. They comment that their children are happy and settle quickly. Parents are provided with good information about the pre school. They are offered paper and electronic copies of the policies and procedures. Information is regularly posted on the pre school's social network page. Parents who are concerned about their children for any reason are kept informed by telephone or text messages for reassurance. A notice board for parents is also available. Here certificates, policies and other useful information is displayed. Useful information regarding the areas of learning is also displayed for parents. Inclusive practice is fully embedded and good partnerships with external services, ensuring all children's needs are met. Links with local schools are in place. For example, children regularly visit the neighbouring school as they are invited to attend assemblies and other events. They are familiar with the school building and the reception teacher, as she visits the children in their familiar environment. As a result, children are well prepared when the time comes to move on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	203476
Local authority	Essex
Inspection number	956276
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	44
Name of provider	Janette Threadgold
Date of previous inspection	11/01/2011
Telephone number	07986919707

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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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