

Crossdale Busy Bees Pre-School

Crossdale Drive Primary School, Crossdale Drive, KEYWORTH, Nottingham, NG12 5HP

Inspection date	21/11/2014
Previous inspection date	11/07/2011

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

- The quality of teaching is consistently good. Children are provided with a range of interesting and challenging experiences that meet their needs.
- All staff have a secure understanding of the Early Years Foundation Stage and use observations and assessments effectively to ensure children continue to make good progress.
- Children are confident and thoroughly enjoy their time at the pre-school. Relationships with staff are very good and this fosters a sense of belonging.
- Safeguarding is given high priority as the manager conducts a rigorous recruitment procedure, which includes vetting checks to ensure that all staff are suitable to work with children.
- The manager uses a range of effective strategies involving parents and staff to produce ongoing improvement across the pre-school.

It is not yet outstanding because

- Children's critical-thinking skills are not always fully maximised during large group activities.
- Opportunities to further develop children's literacy skills and their understanding that print carries meaning are sometimes not fully exploited.

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 had a tour of the pre-school.
- The inspector observed children during activities in all areas of the pre-school, both indoors and outdoors, and the school hall.
- The inspector looked at children's assessment records and a range of other documentation. This was discussed with staff at regular intervals.
- The inspector checked evidence of the suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from written feedback provided at the inspection.

Inspector

Tracy Hopkins

Full report

Information about the setting

Crossdale Busy Bees Pre-School was registered in 2010 and is committee run. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school operates from 'The Hive'; a wooden unit on the site of Crossdale Drive Primary School, Keyworth, Nottinghamshire. The pre-school has a separate entrance and there is a connecting door through to the school. There is an enclosed outdoor play area adjacent to the pre-school and the children have access to the school grounds. The pre-school is open from 7.30am to 6pm and offers various sessions within this, including before and after school, and pre-school sessions. There are currently 32 children on roll in the early years age group. The children attend for a variety of sessions. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are eight staff working directly with the children. Six staff hold appropriate early years qualifications at level 3 and one holds Qualified Teacher Status. The pre-school receives support 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:

- review the organisation of group activities, so that children are provided with ample opportunities to ask questions and share their ideas
- make the most of opportunities to develop children's literacy skills even further during everyday routines, such as registration, for example, by using name cards for children to recognise their own name and understand that print carries meaning.

Inspection judgements

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

Staff have a very good understanding of the Early Years Foundation Stage and the seven areas of learning. They use observations and assessments to identify children's next steps in learning and effectively plan suitably challenging activities. These support children to make good progress, including those with special educational needs and/or disabilities and children who speak English as an additional language. Children develop useful skills for the future as they use technology, such as computers. They have many opportunities to express themselves creatively because they have interesting resources readily available. Children's early writing skills are very well supported because they have opportunities to write for fun and form letters in paint. Staff encourage the use of colour and number through everyday activities. For example, staff encourage children to recognise the colour of their cups and count them during lunchtime. However, opportunities to further develop

children's literacy skills and their understanding that print carries meaning are sometimes not fully exploited.

Staff effectively plan an activity of physical exercise and development in the school hall. The children walk through the reception class of the school waving to the teacher and school children as they go. This experience prepares them well for their eventual move to school. Children's physical skills are well supported. They learn to move in a variety of ways as they clamber and climb up and over large apparatus and slither and slide down. Staff ask open-ended questions to encourage children to think about the effects of exercise on the body and enable them to learn. However, on occasions, during group activities, children's critical-thinking skills are not extended because the group is sometimes too large for them all to take part.

Parents spoken to at the inspection say the staff are 'professional', 'caring' and 'enthusiastic'. Additionally, they comment that they are pleased with the amount of information shared with them about their children's progress. Parents contribute to their children's development files and send in comments of what they have been doing outside the pre-school. Staff keep parents well informed about the different activities and experiences that promote children's learning. For example, they send newsletters with information for parents on how to help children gain good independence skills in preparation for their next stage in learning. Staff share a written summary for the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified. Staff offer daily chats to parents to discuss their child's day and provide a wealth of information about the pre-school on noticeboards. As a result, parents are able to continue their children's learning at home.

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

Children form secure attachments with staff, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive and caring interactions between staff and children, through a well-established key-person system, ensure that all children form positive and trusting relationships. Staff are good role models as they treat each other and all children with respect and patience, and provide consistent messages about right and wrong. Children demonstrate good levels of confidence and self-esteem, and their behaviour is good.

The learning environment is bright and welcoming with a range of resources, which are readily available. This enables children to make individual choices as they play. At meal times, children serve themselves and all eat together, competently using appropriate cutlery. Staff act as good role models as they help children to learn how to be healthy by washing their hands before lunch to promote good hygiene practices. Staff maximise opportunities to talk to children about healthy foods to reinforce messages about the benefits of making healthier choices.

Children are supervised well at all times and this keeps them safe within the pre-school. Children learn to assess risks and respond appropriately in an emergency. For instance, they practise the emergency evacuation routine regularly. Furthermore, the outdoor area

provides additional opportunities for children to take risks and challenge themselves, for example, riding on wheeled toys and negotiating space. Links with the school are a strength of this setting and most children move to the adjoining school. The children use the school hall for activities and wave to the teachers and school children as they walk through the classrooms. Additionally, children at the pre-school see the older children as they attend before and after school sessions. This experience, along with visits from teachers, eases the move to school when the time comes.

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

The manager and staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Procedures for safeguarding children are robust and staff have a clear awareness of their role to protect children. Robust recruitment procedures are in place to ensure staff are suitable to work with children. Training opportunities, induction procedures and team meetings mean that staff are familiar with procedures to follow, including the procedures for whistleblowing. Written risk assessments are regularly reviewed to help staff ensure the pre-school is suitable and safe for children.

Children's records of achievement are moderated to ensure consistency throughout the pre-school. As a result, children's progress and next steps in learning are being monitored to ensure that any gaps in their learning are promptly identified and appropriate strategies are put in place. Staff have strong links with external agencies to ensure children receive tailored support to meet their individual needs. This collaborative approach ensures strong partnerships are established with parents and external agencies to ensure children continue to make good progress and to prepare them in readiness for school.

The staff team is led by a manager who works directly with the children to model good quality teaching. The pre-school is supported by an experienced committee. The pre-school makes good use of parents' views to effectively identify areas for development and demonstrate a good capacity to maintain improvement. This, along with the pre-school's strong self-evaluation systems helps to improve the positive outcomes for children. All actions and recommendations made at the last inspection have been effectively addressed. For example, a daily attendance register is kept and staff have improved their knowledge of the safeguarding procedures, which means children are kept safe.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY416681
Local authority	Nottinghamshire
Inspection number	875592
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	32
Name of provider	Crossdale Busy Bees Preschool Committee
Date of previous inspection	11/07/2011
Telephone number	0115 9748082

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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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