

Busy Fingers Pre-School

Main Street, Little Downham, ELY, Cambridgeshire, CB6 2ST

Inspection date

21/11/2014

Previous inspection date

08/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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, especially during adult-led activities. As a result, children are enthusiastic and motivated to learn, and subsequently, make good progress towards the early learning goals.
- Staff ensure parents are well informed about children's progress and offer helpful advice about how to support learning at home. Consequently, good partnerships are evident and children are happy and confident at the pre-school.
- Staff have provided a stimulating outside space where children can actively continue their learning. This is especially beneficial for children who prefer this learning environment where they can also have plenty of fresh air and exercise.
- Children are safeguarded in the pre-school because staff have a good understanding of their responsibilities for identifying and reporting concerns about children in their care.

It is not yet outstanding because

- The organisation of the inside area does not always give children the opportunity to freely choose their own resources and playthings. This occasionally results in children not being able to extend their learning independently in ways that most interest them.

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 activities in the main room and in the outside learning environment.
 - The inspector held meetings with the manager and deputy manager.
 - The inspector and manager took part in a joint observation.
 - The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

Busy Fingers Pre-School was established in 1995 and is situated in the village of Little Downham, close to Ely. It is managed by a voluntary management committee and registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building where there is access to an enclosed outdoor play area. The pre-school is open five days a week during school term times. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm, Monday to Friday. There are currently 54 children attending, all in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and those for whom English is an additional language. There are currently eight staff working directly with the children, seven of whom have an appropriate early years qualification. The manager holds Early Years Teacher status.

What the setting needs to do to improve further

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

- review the already good organisation of the indoor learning environment to maximise opportunities for children to independently choose their own activities and resources.

Inspection judgements

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

Children show their enthusiasm for learning as they arrive at the pre-school with great excitement. They show maturity and confidence as they separate from parents with ease and happily join with small group times. Staff have a good understanding of how children learn as they play and explore the environment. They play alongside children and generally promote learning effectively by having fun. For example, staff lead an energetic music and movement activity where children learn to listen carefully and follow instructions. Staff promote children's engagement by demonstrating how to use colourful streamers in an imaginative way while encouraging coordination in their movements. Teaching is good throughout the pre-school and on occasions such as these, it is outstanding. As a result, children are fully absorbed in the activity and are developing good levels of concentration. Parents are fully involved in children's learning and have frequent opportunities to see children's learning journals and add their own observations of children's learning at home. This partnership is a particular strength of the pre-school and contributes effectively to children's good progress towards the early learning goals. Staff also observe children and make accurate assessments of their learning. Planning generally reflects children's interests and offers a good degree of challenge to enhance development across the seven areas of learning.

Children enjoy a stimulating environment at pre-school where they can have free access to the outside area. This is especially important for those children who prefer to learn outside where they can be active and follow their own interests independently. However, the inside area is less well organised and in places, lacks the availability of accessible storage where children can find their own resources and playthings. This means that at times, children are less spontaneous in their investigations and are more reliant on staff providing activities for them. Children are prepared for school well in advance of their moves and this has a positive effect on children's confidence levels at such an important time. Staff plan activities to teach children about letters and sounds, undertake activities within the school building and gradually develop children's skills in listening and concentration. Children enjoy reading books quietly to themselves and writing on small clipboards outside in the garden. They benefit from an environment which is rich in text and because of this their literacy skills are promoted effectively from an early age.

Children's communication skills are enhanced during delightful discussions with staff as they play and learn together. For example, staff sit with children as they play with dough. They encourage children to talk about recent events and by carefully questioning and making comment, provide opportunities for children to practise the to-and-fro of everyday conversation. This kind of activity is very effective in supporting good progress in children's communication skills, especially for those with special educational needs and/or disabilities or those learning English as an additional language.

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

Partnerships with parents are good and this means staff are well informed about children's care needs and preferences. Children are happy and feel secure at pre-school and they demonstrate this as they independently move around the setting and follow routines. The key-person system is good and staff are knowledgeable about children's individual backgrounds even after being together for only a short time. Consequently, children build strong attachments to staff and friends alike. Children generally behave well because staff share consistent messages about what is and what is not appropriate behaviours at pre-school. They encourage children to be independent in their self-help skills. Children quickly learn these essential routines and confidently access the facilities, wash and dry their hands independently after using the toilet and before eating snacks.

Children's good health is promoted well because staff provide nutritious snacks and meals. Children also have the opportunity to grow seasonal fruits and vegetables which helps to reinforce messages about healthy diets. In all weathers, children enjoy access to the outside area where they can continue their learning. Here children can develop their physical skills effectively as they learn to climb, ride bikes and play ball games with staff. These experiences also give children the opportunity to take small risks as they play and learn how to keep themselves safe. The pre-school is well resourced, and therefore, children are able to make good progress across all seven areas of learning. Staff plan plenty of opportunities to make visits to the local community that will introduce children to different environments. These good opportunities enable them to be emotionally well

prepared for changes in their lives and help them to widen their experiences effectively.

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

The leadership of the pre-school is good. The manager understands her responsibilities under the Early Years Foundation Stage framework and has effective procedures in place to monitor both educational programmes and individual children's progress. As a result, she has recently improved children's activities and development in mathematics. Individual children's progress is tracked well and where necessary the appropriate interventions are put in place to ensure children progress to the best of their ability. Self-evaluation is embedded in practice and this includes capturing the views of parents through discussions and questionnaires.

Safeguarding procedures are good. Staff have attended training and know how to identify and report concerns they may have about children in their care. Policies are in place to support staff in their work and these are updated regularly and shared with parents. Recruitment procedures are effective and include thorough background checks, induction and a trial period of working. Professional management systems are in place and currently under review to include peer observation along with regular supervision and team meetings. In this way, staff performance is monitored to ensure they remain suitable for their role and children continue to benefit from a good level of teaching. Staff attend training whenever possible and use their skill to improve experiences for children. For example, staff are currently considering additional ways children can enhance their literacy skills in the outside area. The manager has gained Early Years Teacher status. This is having a positive effect on the management of the setting, particularly in the way children's developmental assessments can be improved to better inform schools when children eventually move on.

Partnerships with parents are strong. Parents offer positive feedback about the staff at the pre-school and how much their children enjoy attending. Parents especially appreciate how quickly children soon settle into the routines at pre-school and are delighted in the way children's confidence suddenly grows. Partnerships with other providers are equally good, along with outside professionals and others concerned with children's well-being. This means that children's needs are met in a coordinated way and they remain well supported in their early years.

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	221725
Local authority	Cambridgeshire
Inspection number	854591
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	54
Name of provider	Busy Fingers Pre-school Committee
Date of previous inspection	08/10/2008
Telephone number	01353 698 633

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

