

Busy Bodies Pre-School

The Branksome, St Aldhelm Centre, Poole Road, Poole, Dorset, BH12 1AD



Inspection date

21 April 2015

Previous inspection date

1 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to inform Ofsted of changes in the management committee, which is a requirement. However, they have carried out suitability checks on the individuals; therefore, this does not cause a significant risk to children.
- Staff do not regularly provide resources such as books, labels and writing materials in the outside area. Therefore, they are not promoting children's literacy skills fully.
- Staff sometimes miss spontaneous opportunities to encourage children to count, look at shapes and solve simple mathematical problems.

It has the following strengths

- Staff provide a welcoming environment where children learn through play and exploration. Children enjoy a good range of activities and meaningful experiences, which staff plan according to children's interests.
- Children build good relationships with staff and one another. Staff teach children social skills that help them to be part of a harmonious group, and prepare them for starting school.
- Positive partnerships with parents, carers and other professionals enable staff to meet children's individual needs well and promote good progress in their learning. Parents say that they appreciate the support they receive and the ideas for encouraging their children's learning and development at home.
- Self-evaluation methods include the views of staff, parents, and children, which staff value and use to continue to make improvements to the provision.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the safeguarding and welfare requirements with particular regard to notifying Ofsted about changes to the committee.

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

- develop outside activities and resources to extend children's learning further, with particular regard to their early literacy skills
- extend children's understanding of mathematics through their spontaneous play and routine activities.

Inspection activities

- The inspector observed children's activities inside and outside.
- The inspector spoke to staff and children at appropriate times during the inspection, and held a meeting with the provider and manager.
- The inspector carried out two joint observations, one with the manager and one with the deputy manager.
- The inspector looked at a sample of documentation, which included children's progress records, and policies and procedures.
- The inspector spoke to parents and took account of their views.

Inspector

Brenda Flewitt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of the learning and development requirements. They monitor children's development effectively in order to identify and address any gaps in their learning. Children are keen to join in a broad range of activities, both inside and outdoors. Staff promote children's communication skills well as they join in children's activities; naming objects, people and actions. Children learn through purposeful activities, such as gardening. They understand about the life cycles of plants as they sow seeds, nurture plants to harvest, and recycle waste to make compost. During activities such as these, children follow instructions, develop their physical skills, extend their vocabulary and practise writing as they make labels. Children use their imaginations well as they act out real life experiences such as caring for babies, making 'juice', or being a firefighter.

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

Children are happy, settled and enjoy their time at the pre-school. Staff obtain important information from parents to enable them to help children feel secure. Staff help children to understand the importance of taking turns and sharing play equipment. They regularly praise children, which helps boost their self-esteem and confidence. Children learn about keeping themselves safe, as staff remind them about protecting themselves from the sun, for example. Staff promote healthy lifestyles well. They provide nutritious snacks and enable children to have daily fresh air and exercise. Children are developing good self-care skills, such as managing their own clothes and lunch containers, as well as personal hygiene routines. These are important skills for when they move on to school.

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

The provider does not have a clear understanding of their responsibility to notify Ofsted about changes to the provision. Nevertheless, staff work well together as a team to supervise children's welfare and safety, and promote good progress in their learning. Staff know how to recognise child protection issues and the procedures to follow if they have concerns. The manager completes supervision meetings and encourages staff to develop their knowledge about children's learning by attending training. For example, following a recent course, staff now use signs and gestures effectively to help develop children's communication skills. Parents are included in their children's learning through regular consultations and initiatives such as borrowing activity bags. These help develop identified next steps and skills, such as pencil control. Children have enjoyed growing 'magic' seeds at home, reporting the results back to their friends at pre-school. Parents are welcomed into the pre-school to share their skills, which include carpentry and music.

Setting details

Unique reference number	109554
Local authority	Poole
Inspection number	839614
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	44
Name of provider	Busy Bodies Pre-School Committee
Date of previous inspection	1 June 2009
Telephone number	07979333351

Busy Bodies Pre-School registered in 2001 and is owned and governed by the Parochial Church Council. It operates from the St Aldhelm Centre in Branksome, Poole. The pre-school is open each weekday from 9.30am to 3.30pm (other than on Thursday, when the group closes at 1pm) for 39 weeks of the year. The pre-school employs seven members of staff, all of whom hold early years qualifications at level 3. The pre-school receives funding to provide free early years education for children aged two, three and four years.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

