

# Busy Bodies Pre-School

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



## Inspection date

8 March 2016

Previous inspection date

21 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The pre-school has a warm and friendly atmosphere. Children laugh and play happily with one another.
- The management committee is effective in its leadership role. Members have a good understanding of their roles and responsibilities. Many also help out in sessions which gives them a good insight into the day-to-day running of the pre-school.
- Children behave well. On rare occasions when younger children demonstrate unwanted behaviour, staff step in and sensitively explain what is acceptable and the importance of being kind to one another.
- Children make good progress in their learning because staff teach them well. Staff know what children can do and what they need to do next. This helps children to fulfil their individual potential.

### It is not yet outstanding because:

- The committee supports the manager but opportunities for formal supervision meetings are limited. This does not provide the manager with enough high quality support to develop her own practice further.
- Children who attend more than one setting are not helped as much as possible because the pre-school does not share information about their learning and development on a regular basis. Links are too informal and staff do not always know what children learn or can do at other settings.

## What the setting needs to do to improve further

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

- develop supervision procedures to provide regular and effective support for the manager
- improve partnership working with other childcare providers so that those children who attend more than one setting benefit from a joined-up approach to their learning and development.

### Inspection activities

- The inspector observed children playing and learning indoors and outside.
- The inspector spoke with children, parents and staff.
- The inspector met with members of the committee and with the manager to discuss how the pre-school is led and managed.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation including policies and procedures, records of staff suitability, safeguarding information and children's assessment records.

### Inspector

Susan Mann HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have made many improvements since the last inspection. Staff are well-supported by regular supervision meetings. Observations of their teaching help them improve their practice further. All staff have an accurate overview of children's progress from the new cohort tracking system. The manager is beginning to check whether some groups of children do less well than others in order to improve children's learning even further. The manager has a clear view of what works well at the pre-school. Together with the staff team, she identifies what is working less well and takes effective steps to make improvements. Staff have developed their practice as a result of training attended. They have improved how the curriculum is planned, for example. Children's ideas influence the learning opportunities provided and activities are popular and well-used as a result. Safeguarding is effective. Premises are safe and secure. Staff are confident about how to protect children's welfare and work collaboratively with other professionals when needed.

### Quality of teaching, learning and assessment is good

Staff have high expectations of what children can do. Good quality assessment of children's progress ensures that teaching is tailored to what each child needs to learn. As a result, children do well and are engrossed in their play; even the youngest concentrate on activities for long periods of time. Resources are readily available to help children learn in all areas of the curriculum. Staff are skilled at following the children's lead as play progresses. When playing outside, for example, children undertake a planned activity of planting. They talk about seeds and what they need to grow as well as what the plants might look like. As they water the seeds, their play turns to pouring water and talking about how full their buckets are. This helps them develop their skills and understanding in many areas of learning. Staff encourage children to develop their language by asking relevant questions about what they are doing. Parents are given useful ideas to help children learn at home.

### Personal development, behaviour and welfare are good

Children become self-assured because staff successfully encourage them to develop their independence. Children carefully cut up their own cucumber and spread their crackers with butter at snack time. They put their own coats on before going outdoors, and choose what they wish to play with. They develop an understanding of their local community through shopping at the nearby supermarket for snack foods as well as learning how to stay safe when out and about. Staff prioritise the importance of developing social skills which helps children respect one another, share toys and take turns. Children show great fondness for the staff who care for them and give them spontaneous hugs.

### Outcomes for children are good

Children are prepared well for school. They are confident to speak and listen to others. Many older and more-able children write their own names on their pictures. Some count objects beyond ten as they play outdoors. Children listen attentively to what adults say. They follow the routines of the session well and willingly join in when it is time to gather for circle time or outdoor play.

## Setting details

<b>Unique reference number</b>	109554
<b>Local authority</b>	Poole
<b>Inspection number</b>	1034822
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Busy Bodies Pre-School Committee
<b>Date of previous inspection</b>	21 April 2015
<b>Telephone number</b>	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. Each of its five members of staff holds a relevant early years qualification. The pre-school receives funding to provide free early years education for children aged two, three and four years.

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