

Busy Bodies Pre-school

Melling (St Wilfrid) C of E Primary School, Lodge Lane, Melling, Carnforth,
Lancashire, LA6 2RE



Inspection date

Previous inspection date

13 September 2016

12 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager works with a supportive committee and a well-qualified staff team, both of whom share her vision for the setting. They seek the views of parents and children to help them plan for development as they strive for continuous improvement.
- Teaching is good. Staff plan interesting and engaging learning experiences for children that draw on their previous learning and interests and support what they need to learn next. This helps all children progress well.
- Staff are very flexible with their practice to ensure that they meet the needs of children and their families. They gather information about children's care need and interests when they start in the setting to provide continuity of care and help them settle quickly.
- Children's behaviour is outstanding. Staff have high expectations, are excellent role models and help children to be kind and considerate to others.
- There are very effective systems in place for the safe recruitment and induction of new staff and students. All staff have good quality, regular supervisions and yearly appraisals to keep standards of practice high.

It is not yet outstanding because:

- Staff do not gather detailed information about children's progress and attainment when they start in the setting.
- Although professional development supports good teaching, it is not yet focused closely enough on raising the quality of teaching to the highest level possible.

What the setting needs to do to improve further

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

- strengthen information gathering from parents to help focus planning and support children to make the best progress possible, from the moment they start in the setting
- seek and complete continued professional development activities to help raise teaching to the highest level possible.

Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector completed a joint observation with the manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments, accident and medication records, children's records, qualifications, training and suitability checks.
- The inspector spoke to the manager, staff, children and parents during the inspection.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of child protection requirements and know what to do if they have concerns about a child's welfare or development. Health and safety policies and procedures are robust and evident in practice. Risk assessments are used to reduce hazards in the setting and on outings. Staff are vigilant and help children to stay safe. They gently remind them how to move around safely and use tools, toys and resources with care. Children's progress is tracked over time to highlight any gaps in learning, which are closed through individualised planning and teaching. Staff are committed to working in partnerships with parents, other professionals and schools to meet all children's needs.

Quality of teaching, learning and assessment is good

Staff complete observations, regularly noting children's reactions, comments and new learning as they play. This helps to develop a broad picture of children's achievements and an accurate and detailed assessment of their attainment. Children's learning files are a comprehensive record of their time in the setting and are available for parents to access. Staff help children to communicate well. They stay close to them as they play and encourage children to express themselves verbally and explain their actions and thought processes. Staff promote writing and mark making with a range of medium. Children show sheer delight as they write the letters of their name. Staff use every opportunity to extend children's mathematical skills and understanding. They use numbers, count, add, subtract and talk about position as children build with blocks and create tissue paper pictures. Staff celebrate children's achievements with parents and keep them informed about what they can do at home to promote children's learning.

Personal development, behaviour and welfare are good

The environment for learning is vibrant and inviting for children, who are keen to investigate and explore the interesting indoor and outside spaces. Good quality resources are easily accessible and children confidently select things to enhance their play. Children are listened to and encouraged to share their preferences. Staff know them very well and are sensitive to their needs, regularly offering reassurance or a helping hand. This helps children to feel valued and secure. Children are extremely independent. They are encouraged to do things for themselves, such as washing their own hands and helping with tasks. Children are provided with nutritious, balanced meals and snacks. They learn the importance of a healthy lifestyle, regular fresh air and exercise. Children learn about living creatures, the changing seasons and the natural world around them.

Outcomes for children are good

All children make good progress in their learning and development. Funding is used well to improve outcomes. Children are able to cope well with challenges and develop resilience and determination. They are very well supported to develop the skills and knowledge they need to be ready for school or the next stage in their learning.

Setting details

Unique reference number	EY280656
Local authority	Lancashire
Inspection number	1059666
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	9
Name of registered person	Busy Bodies Pre-School Committee
Registered person unique reference number	RP907416
Date of previous inspection	12 November 2012
Telephone number	07789 416 738

Busy Bodies Pre-school was registered in 2004. It is committee run and situated within Melling St Wilfred CE Primary School. There are four members of staff, two of whom hold appropriate early years qualifications at foundation degree level and one at level 3. The setting opens Monday and Tuesday every week during term time. Sessions are from 9am until 12.30pm and from 12.30pm until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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