

Busy Bodies Pre School

Gwinear Village Hall, Gwinear, Hayle, Cornwall, TR27 5LA



Inspection date

16 March 2018

Previous inspection date

13 January 2014

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 and staff are efficient in their planning and organisation of the pre-school. They work very well together to provide a good range of educational activities. Children play well and enjoy the stimulating play sessions.
- Effective observation, assessment and planning procedures enable the manager and staff to track children's progress with accuracy. For example, they identify children's individual next steps and set clear targets to close any gaps in learning promptly. The manager and staff support children's learning and development well.
- The manager and staff have positive partnerships with parents, other providers and professionals. These enable them to provide effective support to children's individual care and learning needs. Children make good progress from their starting points.
- Self-evaluation is effective. The committee, manager and staff reflect well on their provision. They hold regular meetings to discuss their effectiveness and plan for further development. For example, they have reviewed and improved the assessment procedures to successfully increase parents' involvement.

It is not yet outstanding because:

- Although the manager provides some information for parents about early years funding, she does not consistently check children's eligibility for additional funding, to fully support their learning and continued good progress.
- Staff do not fully inspire children to instigate their own physical exercise, to freely practise different movements to run, hop and jump freely.

What the setting needs to do to improve further

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

- work more closely with parents to ensure all those children eligible for any additional funding receive the input and support they need, to fully support their learning and continued progress
- extend support for children to engage more regularly in physical play and activity to run, hop and jump freely in different ways.

Inspection activities

- The inspector observed the manager, staff and children in their indoor and outdoor activities.
- The inspector held discussions with the manager, staff and parents.
- The inspector spoke to the children and viewed a sample of development records.
- The inspector discussed joint observations with the manager.
- The inspector checked required documentation, including qualification certificates and evidence of suitability for all staff and committee members.

Inspector
Julie Wright

Inspection findings

Effectiveness of the leadership and management is good

To address previous inspection recommendations well, the manager and staff have successfully increased children's play experiences. For example, they enable children to take and print their photographs to show their families. Children have benefited from the wider range of sensory play materials, which engages them further in play. The manager and staff make good use of training to further improve their practice. For instance, to help children feel even more secure, they have created a cosy corner, which children use well in their play. Current plans are to extend their good support to children's communication and understanding with a wider use of pictures. Safeguarding is effective. The committee, manager and staff have a good understanding of their roles and responsibilities to safeguard children. They refresh their secure safeguarding knowledge and update their policies and procedures in line with current guidance.

Quality of teaching, learning and assessment is good

The manager and staff are skilful in their support to children's learning. They know the children well and build on their interests with success. For example, children have great fun as they use interesting sensory play materials to create pretend ice creams. Children show good concentration during their individual, small- and large-group activities. The manager and staff interact well to extend children's learning. They instinctively use mathematical language during activities, such as encouraging children to consider size, weight and shape. Children enjoy counting and learning about numbers. For instance, they sing number songs and clap their hands in time to follow rhythm patterns well. Children are keen to express their individual creativity and early writing skills. For example, they use chalks with enthusiasm.

Personal development, behaviour and welfare are good

The manager and staff support children well to make good progress in their independence and self-care skills. For example, children learn how to measure shoes against wellington boots, to find a pair that fit. Children have good friendships and play very well together. For instance, they make a barrier to create a fully enclosed cosy corner and then look at books with keen interest. Children listen to staff and behave well. They understand and follow instructions, working well together in pairs and as a group. Children benefit from frequent outdoor play times. They use tools and equipment with competence in their play. For instance, children select a wheelbarrow and garden forks to busily dig and transport soil. Children show delight in nature as they find worms and woodlice to add to their 'bug hotel'.

Outcomes for children are good

Children enjoy learning through play and develop important skills for learning. They listen, concentrate and take an active part during group activities. For example, children enjoy story and singing times, which support their communication skills well. Children benefit from the close support and attention of staff and feel secure in the pre-school. They are confident learners and become ready for school.

Setting details

Unique reference number	EY242934
Local authority	Cornwall
Inspection number	1068630
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	20
Number of children on roll	18
Name of registered person	Busy Bodies Pre-School Committee
Registered person unique reference number	RP520931
Date of previous inspection	13 January 2014
Telephone number	07763420521

Busy Bodies Pre School is a committee-run group. It registered in 1986 and operates from the village hall in Gwinear, near Hayle, Cornwall. The pre-school is open from 9am until midday on Monday, Wednesday, Thursday and Friday, during term time only. On Tuesday, the pre-school is open from 9am until 3pm. During the Wednesday session, the pre-school hosts a community toddler and carer group. There are four members of staff, including the manager. Of these, three hold early years qualifications at level 3 and one holds a qualification at level 2. The pre-school receives early years funding to provide free places for children aged two, three and four years.

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