

# Busy Bees Preschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	511678
<b>Inspection date</b>	17 May 2007
<b>Inspector</b>	Alison Large
<b>Setting Address</b>	Meadowsweet Way, Horton Heath, Eastleigh, Hampshire, SO50 7PD
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<b>Registered person</b>	Busy Bees PreSchool
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Busy Bees Pre-school is a committee run group. It opened in 1990 and operates from a hall in a community centre in the Horton Heath area of Hampshire. It serves the local area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open from Monday to Thursday from 09:15 to 11:45 and 12:45 to 15:00 on Tuesdays and Thursdays, during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 37 children from two years nine months to five years on roll. Of these, 29 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties or disabilities and is also able to support children who speak English as an additional language.

The pre-school employs eight members of staff. Of these three hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene and are developing their self-care skills effectively through daily routines and discussions, for example, children are encouraged to wash their hands at appropriate times and they use wipes to clean their hands before snacks. The relevant paperwork is in place and shared with parents where necessary to keep them informed of any incidents that occur in the setting. Staff hold first aid qualifications, which enables them to care for the children appropriately in the event of an accident.

Children's dietary needs are well catered for, they benefit from a selection of healthy and nutritious snacks. Their independence is promoted well during snack time, as the children are encouraged to pour their own drinks, and are able to access drinking water throughout the session.

Children have ample opportunity to develop their large muscle skills during their play. They climb and balance with ease on the slide and climbing frame. Children have good control and co-ordination when riding wheeled toys and are developing an understanding of spatial awareness, as they avoid collisions and watch where other children are playing. Children have good hand to eye co-ordination as they throw and catch balls.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from a wide range of equipment and resources suitable for their age and stage of development. The resources are clean and well-maintained, providing a safe and healthy environment for the children. However, children have few opportunities to self-select activities and resources of their choice, limiting the opportunities to develop their independence effectively.

Children's safety is promoted well because the whole staff team are vigilant and remove any possible hazards to protect the children. The outside area is checked daily to ensure it is safe prior to the children going outside to play. The entrance door to the building is kept locked during the session and all visitors are required to sign in and out, showing an accurate record of everyone who has had access to the pre-school. Children are learning to keep themselves safe through daily discussions and routines, for example, they know they must not run in the main room because they might fall and hurt themselves and the older children are able to explain what happens during a fire drill. The supervisor ensures fire drills are completed at least every term, so the children and staff are fully aware of the procedures, enabling them to exit the building quickly during an emergency.

All staff have a clear understanding of the child protection procedures to safeguard the children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the pre-school. They arrive happily and quickly settle into the daily routine. The staff team are enthusiastic and take pride in their work and set out an extensive range of interesting and exciting experiences for all the children. Staff get to know the children

well, they talk to the children throughout the session, helping them to become skilful communicators. Children are free to explore the resources set out for them and experiment during activities, building their confidence and helping them to become competent learners as they fully develop their curiosity in a safe and exciting environment.

## Nursery Education

The quality of teaching and learning is good. All staff have a good understanding of the Foundation Stage. The supervisor monitors the staff team's records to ensure all children's files are being completed regularly and are up-to-date. However, the planning does not make clear how staff allow for differentiation within the activities, providing the more able children's learning to be fully extended, while effectively supporting other children to achieve the learning intentions. Staff continually talk to the children, encouraging them to think about what they are doing and children learn to problem-solve independently. Staff are good at making the most of incidental learning opportunities alongside the planned curriculum. They ask open-ended questions and offer suggestions to gently direct the children to more worthwhile activities. Children benefit greatly from the interaction with the experienced staff team because activities are innovative and practical, allowing the children hands on experience of new things. For example, at the inspection, the children are able to go for a walk with staff and parents, to make a tally, of the traffic seen on the walk, to link with looking at various forms of transport on the interest table.

Children are extremely confident and speak openly in groups, asking questions and showing curiosity in all they do. They have a good understanding of the group rules, although some children do not listen to staff during large group activities, often missing what is being said. Children's spoken language is developing well. They are able to clearly explain their ideas and share their thoughts and feelings openly as they negotiate with each other during free-play. Children have ample opportunities to practise their emergent writing for a variety of different purposes. Children use paint brushes with water in the garden, writing on the paving and walls. Some children are able to write their names and form clear, recognisable letters on their own work.

Children count confidently at every opportunity and are able to recognise numerals displayed around the setting. They use mathematical language to describe shape, position, quantity and size during practical activities and free-play. Children have opportunities to explore their surroundings. Staff talk to the children about the different types of traffic seen on their walk, examining the differences. Children have occasional access to a computer, they use the mouse and keyboard with confidence and become familiar with the programs on offer.

Staff ensure the children learn about their own abilities through organising activities which allow the children to take risks, for example, children use the slide when they have climbed to the top of the climbing frame. Children recognise the changes to their bodies after physical activities, asking for a drink if they are thirsty, putting on cardigans and jumpers if they feel cold. Children's small muscle skills are developing well as they access a wide range of resources and use their imaginations effectively during art and craft activities. Children use their imaginations well during small world play, creating characters and stories with each other, negotiating story-lines effectively. For example, they decide when the cars in the garage need petrol and when the cows on the farm have to come in for their dinner.

## **Helping children make a positive contribution**

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children benefit greatly from the staff's clear understanding of equal opportunities. All children have equal access to the resources and staff time. Daily routines are effectively organised to ensure children have time to play independently, and in small and large groups, building strong relationships. Staff take the time to get to know the children and their families well, enabling them to meet the children's individual needs. Children are beginning to show consideration for others, for example, sharing the resources with little or no encouragement. They are beginning to develop an understanding of the world around them and have access to a range of multi-cultural resources. They fully participate in a wide selection of practical activities and planned topics.

The setting strongly supports children who have learning difficulties and/or disabilities and have an extremely positive approach towards meeting the needs of all children who attend. Clear policies and procedures are in place and are implemented effectively by the whole staff team. A member of staff is the special needs co-ordinator, she has completed training and has a clear understanding of her role and responsibilities. The supervisor and the staff work closely with the parents, to ensure a consistent approach with the children's home life and the setting and liaise effectively with other agencies. Children's behaviour is generally good, clear rules and boundaries are in place so the children know exactly what is expected of them in all areas of the pre-school. Staff are good role models for the children, they actively listen to the children and respond well to their needs. They are polite to the children, often thanking them for their help and recognising their efforts, however small. This builds the children's confidence and self-esteem effectively, making them feel valued and respected as part of the group. Children benefit from the strong relationships between the staff team and their parents. Parents are able to talk to the staff at the beginning and end of each session, sharing general information.

Partnership with parents is good. Parents receive good quality information about the pre-school and the curriculum. Parents have access to their children's records of achievement at any time on request and they can talk to their children's key worker before or after the session if needed. The children's progress records are well-maintained, detailed and informative. They are easy to read and understand, showing a clear picture of how the children are progressing through the stepping stones towards the early learning goals.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff organise the daily routine well to ensure the children are occupied and engaged throughout the session. Sessions run smoothly and staff deployment is effective, ensuring ratios are well-maintained at all times. Children are well supervised and strongly supported throughout the session, enabling children to feel secure and building trusting relationships.

Staff have a clear understanding of their roles and responsibilities and implement policies and procedures consistently, promoting the children's health, safety and general well-being effectively. Children are protected because robust recruitment and vetting procedures are in place. The supervisor and committee are fully aware of their responsibility towards safeguarding the children by ensuring all people working with the children are suitable to do so. Most paperwork and documentation is well-maintained, accurate and detailed, although, the times of arrival and departure of children and staff is not recorded.

The leadership and management of the setting are good. The committee and the supervisor play an active role in the pre-school. Clear roles and responsibilities are defined, enabling the pre-school to operate smoothly for the benefit of the children and their families. Staff training needs are discussed and the supervisor is pro-active in booking external courses to further improve and develop the knowledge and understanding of the entire staff team. Staff evaluate the focused activities, however, evaluation does not take place of the main session planning, to demonstrate how all planned activities can be differentiated for less and more able children. The whole staff team are extremely committed to continually improving and developing the quality of care and education for all children. They are highly motivated and enthusiastic, participating fully in all the activities, attending training and enjoying their time with the children, making the children's time in the pre-school fun.

### **Improvements since the last inspection**

At the last care inspection the pre-school were asked to provide a wider range of resources reflecting positive images of disability; and to request written permission from parents for seeking emergency medical advice or treatment. Since the last inspection the group have met the recommendations to ensure the health and welfare of the children is promoted.

At the last nursery education inspection the pre-school were asked to improve the use of individual assessments to plan the next stage of development for each child and to share this information with parents; to plan regular opportunities for children to listen to stories and to make up and sequence their own stories; to provide opportunities for more able children to develop problem solving skills and to create opportunities for younger children to develop confidence using information technology such as mini computers and programmable toys. Since the last inspection the group have met these recommendations, individual assessments are kept up to date and shared with parents, children regularly enjoy the book corner and share stories with staff, they have access to a computer which all children can share and also have access to other programmable toys, ensuring their needs are met.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure opportunities are made for children, to freely access and make self selection of activities
- ensure the times of arrival and departure of children staff and visitors are recorded daily

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the evaluation of the planned curriculum and activities, to demonstrate how activities can be differentiated for less and more able children ensuring sufficient challenge is provided.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)