

Busy Bees Pre-School

Inspection report for early years provision

Unique Reference Number	309791
Inspection date	29 January 2008
Inspector	Cynthia Walker
Setting Address	The Salvation Army, Community Centre, The Citadel, Raikes Parade, Blackpool, Lancashire, FY1 4EL
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Registered person	The Trustees of Busy Bees Playgroup (Blackpool)
Type of inspection	Integrated
Type of care	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.

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 was registered in 1988 and is managed by a board of trustees. The pre-school operates from a community centre in the centre of Blackpool. Children use a large room which allows a range of activities in separate areas and an area of the hall which is used for creative work. There is a secure outdoor play area which includes a garden for children. The pre-school serves the local and wider communities. It is open Monday to Thursday from 08.30 until 16.00 and on Fridays from 08.30 until 12.00 term time only. During summer holidays the pre-school opens for four weeks from 08.30 until 12.00 from Monday to Friday.

The pre-school is registered to care for 30 children from two years to under five years. Currently there are 47 children attended the pre-school throughout the week, of these, 34 children are in receipt of nursery education funding. Children attend for a variety of sessions. There are systems in place to support children with learning difficulties and disabilities.

The pre-school employs seven staff, all of the staff have appropriate early years qualifications and three members of staff are working towards further qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished and enjoy a range of nutritious snacks which include a variety of fruit, crackers and cheese. Packed lunches are provided by parents for the children's lunch and parents are encouraged to include healthy options. Projects on healthy eating reinforce the children's awareness of good nutrition. Discussions at lunchtime demonstrate that children are beginning to understand the importance of certain foods as they explain that their lunch will help them grow big and strong. Children enjoy snack in their key groups and participate in good social interaction as they share their experiences supported by the key worker. Discussions with parents establish if the children have dietary needs and there are efficient systems in place to record these enabling staff to ensure individual needs are met. Children are able to access fresh drinking water independently throughout the session.

Children are developing a good understanding of personal hygiene as they wash their hands after going to the toilet and before eating. They explain that they are washing their hands because they are dirty. Staff demonstrate that children are cared for appropriately if they have an accident or need medication because they follow appropriate procedures. A written procedure is in place to support children who are ill or become ill whilst at the group.

Children develop their physical skills through access to the outdoor area, daily walks after lunch and visits in the local area including the beach. Enthusiastic involvement in music and movement encourages children to use all parts of their bodies with confidence. Photographs highlight children feeding the ducks, gathering leaves and using a variety of large equipment outdoors. Resources to promote the children's physical skills include balancing equipment, a climbing frame, a barrel, a bridge and a selection of small equipment, such as, ropes, bats and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. Detailed risk assessments ensure the children's safety is maintained whilst in the group, in the outdoor area and whilst on visits and these are reviewed every term. Comprehensive procedures ensure children are developing a good understanding of fire safety. These include a regular fire drill reinforced by a shorter whistle drill and children's attendance is regularly monitored and displayed on a board within the playroom. Children are learning about keeping safe as they respond to clear explanations on why it is dangerous to run in masks and develop an understanding of simple road safety when they go out on their daily walks.

The environment is very welcoming to children with colourful displays within the play areas including children's art work and photographs of children involved in play. The large hall is thoughtfully arranged to allow the children to move spontaneously and independently around most of the areas of play and learning. However, there are some restrictions in access to the creative area for children which impacts on their individual expression with a variety of media and materials. Children are accessing a wide range of resources which are appropriate to their ages and stages of development and actively support their play and learning. Resources are well arranged to enable children to make spontaneous decisions about the toys and resources they are going to use.

Children are effectively safeguarded by staff that have a sound understanding of child protection procedures which are in line with the Local Safeguarding Children Board. The staff's knowledge is maintained by attendance at relevant training to review their practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the group and arrive happy and eager to participate. Younger children are making good progress because the staff have an effective understanding of the needs of children under three. The planned programme of activities is linked to the 'Birth to three matters' framework and regular observations are being completed by the key workers, although, the children's future learning is not clearly identified within planning. Interesting learning journals are kept for all the children in the nursery including children under three and these include photographs and examples of children's work.

Younger children acquire new knowledge and skills as they join in a wide range of stimulating activities. They use their imagination as they select very sparkly balls and carefully stick these to coloured paper and show this with pride to the adults present. Children examine and play with figures relating to a well known story and position them around a play mat. They use language to explain they are taking their babies for a walk in their prams and confidently wheel the dolls pram around the room arriving at the post office. Children enjoy listening and contributing to stories and enthusiastically sing simple rhymes. Photographs highlight children's involvement in icing buns, using the climbing frame and making junk models.

Nursery Education.

The quality of teaching and learning is good. Children make good progress in all areas because staff have a secure understanding of the early learning goals. They plan and provide a good range of interesting activities which motivates children's learning. The areas of continuous provision are recorded in the daily diary and clearly evaluated. Focussed activities identify the learning outcomes and include adaptations for the lesser and more able children with a detailed system of evaluation. Staff use a variety of methods to assess the children's progress which include direct observations linked to specific activities and spontaneous observations. Direct observations clearly identify the children's next steps for learning in areas such as, colour recognition, counting and pencil skills, however, this detail is not reflected in all observations. The key workers have a secure knowledge of their individual children's abilities which are discussed with the staff team, though, this information is not formally linked to future planning. A good range of teaching methods are used and the staff's skilful questioning and sensitive support challenge and enable children to achieve as much as they can. They reinforce the children's learning through interesting discussions at circle time linked to the activities of the day. Staff provide a stimulating environment with constructively arranged resources which enable children to progress.

Children have a positive attitude to learning and are interested and highly involved in the wide range of activities provided. They use their initiative and take responsibility for their own play as they use their imagination to adopt different interesting roles within the role play reflecting a post office. Children communicate well using language to explain that they have written letters for their mummies and describe how they are going on their holidays. They use language to negotiate with others whilst playing in the post office. Children confidently make marks as they write letters and put them into the envelopes to post. They recognise shapes, such as, squares and triangles whilst using construction and when asked to name the place where you

post letters, respond with 'a rectangle'. Children explain that they looked for numbers when they went on their walk and confidently count five circles on a frame and enthusiastically count to ten in French. Good use of the outdoor area allows children to explore the natural world which includes growing plants and observing frog spawn in the fenced pond. The arrival of the French teacher stimulates a spontaneous response from the children who immediately form a semi circle of chairs before she has unpacked her bag. They maintain intense concentration for a long period as they actively practice the French language and assimilate the different aspects of French life. Children sing 'Frère Jacques', sing a song about the weather and identify themselves confidently in French. They examine the difference in the flags of the countries and discuss if they would like to try chocolate to drink. Children use good imagination as they re-enact experiences from home as they make milk shakes for staff in the home corner and have very interesting telephone conversations with each other in the post office.

Helping children make a positive contribution

The provision is good.

Children are developing a positive attitude to others through the provision of a good range of resources which include dressing up clothes, jigsaws, cooking utensils, displays, black dolls and small world figures. Planned activities which include food tasting and celebrating festivals from other cultures, such as, Chinese New Year reinforce the children's understanding. A named officer ensures the group maintain a positive attitude to equality of opportunity. There are appropriate systems in place to support children with learning difficulties or disabilities. Detailed discussions with parents as children begin their care establishes the children's individual needs which enables appropriate care to be given.

Children behave well in response to the calm and consistent response from staff. They are confident within the routines of the group and respond to staff's explanations, particularly at circle and tidy up time. Children have developed positive relationships with each other as they play harmoniously together at activities, such as, the post office. They share resources at role play and are encouraged to take turns at activities. Younger children are developing self assurance from close and effective relationships with staff.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are actively welcomed into the group and receive effective information about the care and learning the group offers through interesting and detailed displays in the entrance hall. Regular newsletters reinforce information about the group. Parents have the opportunity to be part of the management of the group and all parents can attend committee meetings. The group takes positive steps to ensure that parents are kept informed about all the relevant policies and procedures. Parents are well informed of their children's achievements through meetings with their child's key worker on a monthly basis. They are given opportunities to be involved in their children's learning, for example, letters being sent home as part of a project on the post office, ask parents to discuss aspects of this learning at home.

Organisation

The organisation is good.

All the required documentation which contributes to children's health, safety and well-being is in place. Documentation is supported by policies and procedures which are reviewed annually and are reflected in daily practice, for example, behaviour. Effective recruitment and selection

procedures are in place to determine the suitability of staff members to safeguard the children attending the group. There is a positive attitude to training and annual appraisals highlight individual training needs to help maintain the children's care and learning. Space within most areas of the group is effectively organised to enhance the play and learning opportunities for children.

Leadership and management is good. Clear staffing procedures ensure the staff work as an effective and supportive team. Monthly staff meetings ensure the consistency in improving outcomes for children is maintained. Annual comments sheets sent to parents and access to the group's web site monitor the effectiveness of the overall provision. There are appropriate systems in place to monitor the effectiveness of the education provision. The group liaise with advisors from the local authority to improve the quality of education for the children they are providing.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the pre-school were given two recommendations in relation to the availability of drinks and the suitability checks. Two key issues were raised as part of the education inspection and related to evaluation of learning and planning for the less or more able children.

Effective recruitment and selection procedures are in place to determine the suitability of staff members to safeguard the children attending the group. Children are able to access fresh drinking water independently throughout the session which promotes their health.

Focussed activities identify the learning outcomes and include adaptations for the lesser and more able children with a detailed system of evaluation. There are systems in place to monitor the effectiveness of the education provision.

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- improve the children's access to the creative area to support their individual expression and support their play and learning
- review the procedures for recording the future learning for children under three.

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):

- review the system for recording the children's next steps for learning in all aspects of the learning programme and formally link this information to future planning.

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