

Busy Bees Pre-School

Inspection report for early years provision

Unique reference number	127069
Inspection date	30/01/2009
Inspector	Jenny Kane
Setting address	Methodist Church Hall, West Cross, High Street, Tenterden, Kent, TN30 6JS
Telephone number	01580 765251 or 07949 357459
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Busy Bees Pre-School has been registered since August 1994. The two managers who own the group work on a full-time basis with the children. The group operates from the Methodist Church Hall in the West Cross area of Tenterden, Kent, and serves the local and surrounding area. The pre-school is open Monday to Friday from 09:00 to 12:15 during term time. The provision is accessible and has facilities for disabled users. Children have access to a small enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 29 children on roll, aged between two and four years. Of these, 17 receive funding for nursery education.

Five staff work with the children. Four of the staff, including the managers, hold appropriate early years qualifications and one is working towards a qualification. They receive support from the local authority Early Years advisory team and are members of The Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress in the Early Years Foundation Stage (EYFS) because the staff have a sound understanding of how to implement the framework and effectively plan activities which meet their individual needs. The group's policies and procedures are clear and shared with parents, ensuring they are fully involved in their children's care. As a team, the staff are able to identify their strengths and weaknesses and have worked on addressing the issues raised at the last inspection, which has improved the outcomes for children. The provision provides an inclusive and welcoming environment for children to learn and develop.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the outside play area and extend opportunities for children to partake in outings locally
- consider ways to further share with parents information about the EYFS and the children's development folders so they can continue their children's learning at home.

The leadership and management of the early years provision

Children are cared for in premises which are safe, secure, and child-friendly. Staff work well together as team and have a good commitment to their work and the needs of the children. Staff carry out detailed written risk assessments of the

building, garden area and any outings to minimise risks. They are vigilant about supervising the children and their safety. Staff do their best with the facilities and work hard to provide play areas which are attractive and stimulating for the children. However, at times the temperature in the building drops rather low. Children have good opportunities to learn how to stay safe because staff reinforce safety rules and use good explanation. All staff have a good understanding of the Local Safeguarding Children Board procedures. They have attended recent training, are clear about their roles and this ensures they safeguard all children in their care. All mandatory documentation is in place, children's records are confidential and shared appropriately with parents and good organisation of these helps to promote the welfare of the children. Policies and procedures are effective and inclusive for those children who attend and these are available to parents in a folder. There is a prospectus, which holds good information regarding the service and arrangements for children's care. However, it lacks information about the EYFS. Other information is available on the notice board and in the regular newsletters.

Strong partnerships with parents and carers ensure staff effectively meet children's individual needs. Staff are friendly, professional and make themselves readily available to parents. Parents make positive comments about the care their children receive, praise the commitment of the staff and express their great satisfaction regarding the pre-school. Consequently, parents are happy to share information with staff and this ensures they are involved in their children's care. Individual development folders are in place for each child, which detail their progress and assess the next steps in their learning. These folders are available for parents to take home at the end of each term. A few parents ask to see these more frequently but they are not freely available to all as a matter of course. Because parents do not have information in writing about the EYFS, and some do not have regular access to the folders, they are not fully able to continue their children's learning at home. The group liaises with other providers and a range of professionals, which ensures children receive the support they need.

The manager has completed the self-evaluation form and has used this to identify the group's strengths and areas for improvement. All staff are involved in the process, understand the value of it and they have regular discussions about areas for development. Plans for continuous improvement are clearly identified. The manager is clear about the priorities and takes her responsibilities seriously. The group has taken action to tackle the previous recommendations and has made several improvements. All staff demonstrate a good commitment to their self-development and attend regular training to update their knowledge and skills.

The quality and standards of the early years provision

Children are happy, confident and enjoy close relationships with the staff and their peers. They are making good progress towards the early learning goals in relation to their starting points, capabilities and interests. They are developing independence for example putting on hats and coats to go out to play, taking themselves to the toilet and choosing what to play with. They express opinions, talk about things which happen at home, listen to the views of others and are

beginning to be aware of the needs of others. For example, when using the computer one child helps a younger child to move the mouse and click on the programme they want to access. Because children are interested and engaged in activities, they concentrate well and are motivated to learn. Staff talk quietly to children, use good explanation and this helps to give children a positive sense of themselves. They share and cooperate well and, as a result, their behaviour is good. Children really enjoy looking at the small photo albums, which are available to them at all times. A group sit in the book corner on cushions discussing the images, saying 'look that's you', 'that's when we went to the library' and 'don't I look funny'.

Staff support children's learning by providing a good balance of activities and a routine which is relaxed. When children arrive at the beginning of the session they self register by finding their name card and putting it in a slot on the display to show they are present. The toys and equipment are accessible, well displayed and there are plenty of labelling and visual images at their eye level. Staff plan activities around topics and themes, taking into account children's capabilities and developmental stage. They have a good understanding of how children learn and develop through play and demonstrate a good working knowledge of the EYFS framework. As a team, they all take an active role in the planning process, which ensures children have good opportunities to partake in activities which cover all the areas of learning. There is a planning chart on the notice board, which provides some information for parents. Staff make learning fun and encourage children to make choices about what activities they join in with. Consequently, children readily take part in most of the planned activities and enjoy the familiar routines. When it is time to clear away, all the children readily help. They put items into the right boxes, helping to carry them to the corner of the room. They take a side each, carefully negotiating around other children and thoroughly enjoy this shared activity. There are many opportunities for children to use and recognise number, shape, size, and to problem solve. When using the wooden blocks children make houses and tunnel constructions and take a great deal of care and thought when putting the pieces back into the box so that the lid will fit on.

Children benefit from an effective key person system. Staff observe what the children are doing during activities and make observational notes which are later transferred into the children's developmental folders. This helps them assess and identify learning priorities and plan relevant and motivating learning experiences for each child. Children's individual needs and requirements are considered when planning activities. Adults and key persons working closely with the children pay good attention to treating them with respect and equal concern. The premises are user friendly and accessible with facilities for the disabled. Although there are currently no children with disabilities or learning difficulties on roll, staff have a mix of skills to support children with a range of differing needs. They have a very good commitment to their policy of inclusion. For example, staff keep up to date with training and discuss issues at team meetings. They have produced posters and signs in different languages. They use Makaton signing during activities such as register and singing. A good variety of resources, including those promoting positive images, is freely available to all children and self-selection is good. Children learn about the wider world through activities and topics. For example, this week children have been celebrating Chinese New Year. One of the activities

involves looking at Chinese writing and the symbols for various animals. Staff explain it is the year of the Ox and children discuss what an ox looks like and think about how big one would be. They later enjoy colouring in pictures, talking about size and colour. Staff hold children's attention by making the subject interesting, asking good questions and giving children time to respond and think for themselves.

Children engage in daily physical activities, which contribute to keeping them healthy. Outdoor play is planned, but limited numbers can go outside at one time due to the limited space. However, staff give children the choice of going outside, and although it is very cold, some decide to put on their hats and coats and go out to play. They enjoy taking turns on the low balancing beams, deciding to all go in the same direction, laughing and chatting during play. Two children look over the fence to watch the traffic going by. One child is too short to look over the gate and they show initiative by finding a hole in the wood to look through. There are good procedures for outings and staff occasionally take children for walks in the community. There are alternative opportunities to be active indoors and staff have access to an upstairs hall for physical play which they use occasionally. Children partake in music and movement, action songs and dancing. As part of the Chinese festivities, they join in some dragon dancing. Before they start children discover the need to put batteries in the compact disc player to make it work. They form a line and staff provide some bright fabric to cover them. The children move around to the Chinese music, trying to bob up and down while staying in a line.

Staff promote healthy eating by providing nutritious snacks during the session. A snack bar opens for part of the morning where children choose when to have a snack and drink. They learn about waiting their turn, take themselves to wash their hands and then find their name card before sitting down. They pour their own drinks and at other times can help themselves from the water unit in the front playroom. A weekly menu sheet on display helps parents to know their child has received a healthy diet. Food is often linked to the topic and this week children sample noodles and prawn crackers. They also have alternatives of bread sticks and fruit. Snack time is a social occasion where children chat about home. One child comments that sugar is bad for your teeth and if you have too much your teeth will fall out. During activities staff join in the conversations and use good questioning techniques and listen to what children have to say. This helps to further children's language skills. Children are clear communicators and frequently initiate conversations. They have access to a good amount of books and sit happily in small groups on their own and with staff to look at books. They enjoy favourite stories, one is called 'Lima's Red Hot Chilli', which is in Spanish and English. Children listen well and make comments, anticipating the story, which they know well. Staff reading the story holds the book so all children can see. She asks children 'what do you think that means?', and they know some of the Spanish words and phrases. All children are engaged because she makes the story interesting and uses funny voices.

Children finish the session by singing 'wind the bobbin up', which they sing loudly while doing the actions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.