

Busy Bees Preschool

Inspection report for early years provision

Unique reference number 511678
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Inspector Alison Large

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Busy Bees Pre-school is a committee run pre-school. It opened in 1990 and operates from a hall in a community centre in the Horton Heath area of Hampshire. All children share access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. It is open on Mondays 9:15am to 11:45am and Tuesdays, Wednesdays and Thursdays 9:15 to 3:00pm during school terms. The pre-school is registered on the Early Years Register. There are currently 32 children from two years nine months to five years on roll. The pre-school receives funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support a number of children with special educational needs and/or disabilities also children who speak English as an additional language.

The pre-school employs five members of staff. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the pre-school and make good progress in their learning and development. The pre-school provides a bright and child friendly area for children to play and learn and many are confident and have high self-esteem. Children have access to a wide range of resources and activities, that help children make good progress in their learning. The staff have met the recommendations from the last inspection to enable continuous improvement to take place. Self-evaluating and monitoring the provision to further enhance children's welfare and development has been identified as an area for staff to 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 systems to self evaluate and monitor the provision to further enhance children's welfare and development
- improve systems to evaluate the rotation of toys and resources to ensure children regularly benefit from the whole range, especially those that promote information and communication technology.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team. They organise the learning environment well to ensure children can move freely and gain easy access to the good range of interesting resources. Children are provided with an inclusive environment and

learn about valuing each other's differences. Staff have a clear understanding of safeguarding children. They have a good understanding of child protection issues and children are closely supervised at all times. Staff ensure that access to the premises is secure and that all adults sign in when they visit. A good range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are sufficiently well met. Risk assessments are in place and cover the premises, equipment and use of the outside area. Staff are aware of their roles and responsibilities each day as a rota is drawn up to show who will prepare the snack, provide the art and craft activity or supervise children in the outdoor play area. Any accidents or administration of medicines is appropriately recorded. Documentation is in place to inform staff of any health or dietary issues children may have. Systems to monitor and evaluate the effectiveness of the setting are not fully in place to ensure the ongoing development of the pre-school.

Staff recognise the importance of having strong relationships with parents to secure children's good progress. Parents are kept very well informed about their children's routines and the Early Years Foundation Stage, via information displayed on notice boards, newsletters and daily discussion with staff. They are encouraged to share information about their children's likes and dislikes and can talk to staff at any time. They have opportunities to participate in their children's learning and can help during a session if they wish. Parents report they are extremely happy with the care offered to their children. They always feel welcomed into the setting and feel able to talk to staff, who provide good support and information. The pre-school has good links with local schools and other providers for children who attend more than one setting. Systems to monitor and evaluate the effectiveness of the setting are not fully in place, which means not all areas for development are being identified. For example, although a good range of activities are provided daily, children have little or no regular access to resources and equipment to help develop their skills in information and communication technology.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and many have good levels of confidence and self-esteem. The pre-school offers a warm and welcoming environment to the children. They quickly settle to the routines of the day and independently make choices from the wide range of resources available. Equality and diversity are promoted well. Children with English as an additional language are supported well. All staff have attended Makaton training, which they use with the children to support them while they are developing their understanding of English. Staff work hard to provide an interesting and stimulating learning environment. Resources and activities are laid out and the environment is interesting and welcoming for all children. They happily and confidently initiate their own learning as they help themselves to scissors, paper and tape to make models or cards. Activities are sometimes planned by staff and at other times are requested by the children. Observations and assessments are recorded for each child. Planning and assessment records link clearly to the Early Years Foundation Stage areas of learning. They identify the next steps in individual children's learning to ensure

children are making the best possible progress.

Children are beginning to learn to share and take turns; some are good at helping to tidy toys away before getting others out. They behave well and respond to reminders from staff to wash their hands or take turns. Many are beginning to be independent and some take themselves to the toilet or put on their own coats before going outside. Children enjoy stories in small groups and concentrate well. They enjoy mark making with the good range of pens and paper available and some attempt to write their names on their work. Children are beginning to count and measure as they play with the play dough and talk about shape and size. They develop their physical skills as they climb on the climbing frame or play in the garden. They use their imaginations well as they role-play in the home corner, which has been turned into a grocers shop, pretending to go shopping with the food and baskets. Children have opportunities to recognise their names, as they self register and find their names at snack time. However, when staff are planning activities, there is little opportunity for children to regularly benefit from toys and resources that promote information and communication technology.

Children feel secure at the pre-school and develop a strong sense of belonging due to the good systems put in place by staff. Children's health and safety is well promoted. They make a good and positive contribution to their own care and learning. They follow good hygiene routines when visiting the toilets and access tissues to wipe their noses, carefully putting the tissues in the bin provided. This results in children being confident and learning self-care skills. Children are provided with healthy and nutritious snacks, they bring a packed lunch if staying for lunch club. They can access drinking water at all times. Children talk about keeping themselves safe. All children and staff take part in fire drills to ensure the safe evacuation of the building. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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