



Busy Bees Pre-School

Inspection report for early years provision

Unique Reference Number	127069
Inspection date	12 January 2006
Inspector	Jackie Liffen
Setting Address	Methodist Church Hall, West Cross, Tenterden, Kent, TN30 6JS
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Registered person	Josephine Weeks
Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. 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 has been registered since August 1994. The group operates from the Methodist Church Hall in the West Cross area of Tenterden. It serves the local and surrounding area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open Monday to Friday from 09:00 to 12:15 during term time. Children attend on a sessional basis.

There are currently 30 children on role aged from 2 to under 5 years. Of these, 18

children receive funding for nursery education. The pre-school currently supports children with special educational needs. The pre-school employs 6 staff. There are 3 staff, including the manager, who hold appropriate early years qualifications and 2 are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning about personal hygiene and are able to maintain healthy options aided by staff who encourage them to wash their hands at appropriate times. Some children recognise their own needs and are becoming independent enough to take themselves to the toilet. Staff ensure the setting is clean and wipe surfaces with anti-bacterial cleanser in order to check that children do not suffer from the transmission of germs. Children enjoy a variety of snacks, most of which benefit them nutritionally, although the group tend to incorporate food and drink into their overall project planning. Children are usually able to help themselves to water at any time. Children wear warm clothes because the temperature in the premises is not consistent. They undertake a number of physical activities in the upstairs hall where they are able to extend their general fitness and promote their gross motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally secure in the environment, where staff take positive steps to promote safety, however, sometimes children do not have easy access to the range of activities and cannot move around smoothly because one room becomes full when all the tables are being used. Although the register does not record when individual children leave the group, children are learning to become responsible for themselves when they put their names onto a low level board to indicate their presence. Children's safety is promoted on outings because the group ensure that all precautions are taken to prevent accidents and that each child is monitored by an adult. Children's welfare is protected because staff have a good knowledge of child protection procedures and have policies in place to ensure confidentiality.

Helping children achieve well and enjoy what they do

The provision is good.

Children are able to explore, experiment and learn in a stimulating environment where each child's self-esteem and abilities are promoted effectively by staff. They are becoming confident enough to answer to their names when the register is called, and because the teachers have an excellent rapport with children, all of them receive appropriate attention which promotes their development well. Children are beginning to form good relationships within their peer group and with adults. Most of them show initiative when exploring their surroundings and looking for further resources to

extend their play. They all listen well and are able to obey instructions.

Nursery Education

The quality of teaching and learning is good and staff produce plans which are clearly linked to the early learning goals. Key workers monitor each child's progress and although some children lose interest quickly when they have to wait for periods of time, generally all of them are fully involved and benefit a great deal from small group work, especially when staff are sitting on the floor quietly reading them stories. Children tend to be well challenged because all the staff are aware of their abilities and cater individually for these. Children are becoming confident and competent in recognising their own names when they independently look for them, both when they first enter the premises and at snack time. They are beginning to learn about colour, shape and pencil control during play and when they shade in work sheets. They are also able to count a variety of objects such as cut-out bees and some are articulate enough to speak with strangers. Children are given opportunities to become familiar with technology and enjoy playing with a variety of toys and activities to widen their experience of the world about us. Children are beginning to produce their own creations and enjoy joining in familiar action rhymes and songs. Their gross motor skills are extended on a regular basis when they are encouraged to walk, run, throw, crawl, jump, balance, hop, skip and enjoy co-operative activities in the upper hall.

Helping children make a positive contribution

The provision is good.

Children settle very quickly within the group because staff are friendly and welcome them by assigning each child to an adult to whom they can relate. Each child receives appropriate guidance and help. They benefit from the excellent partnership with parents because the pre-school ensures that all parents are informed and included in the care and education of their children. Children are learning to respect diversity as they celebrate festivals from different traditions such as Divali; they also assimilate and learn to value differences through playing with toys such as dolls, dressing up clothes and the story sack. Overall, children's spiritual, moral, social and cultural development is fostered. Children with special needs are included and integrate well because staff know their particular requirements, have a good knowledge of their backgrounds, and work with parents and professionals to enhance their development. Children are familiar with routines and obey instructions when they line up to move from room to room. They are beginning to learn right from wrong aided by staff, who maintain children's self-esteem when they speak gently to them about any misdemeanours.

Organisation

The organisation is satisfactory.

Staff follow written procedures closely so that they work efficiently as a team and professionally with parents to provide the best care possible for children. Most documentation is in place but staff are re-organising at the moment and are

beginning to change the system so that records are available on site, are well presented and easily accessed. The leadership and management of the pre-school is satisfactory and staff plan a varied curriculum which links in with the early learning goals well. Children progress educationally in a secure and happy environment because staff effectively put the planning into practice. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the group were asked to improve the systems for staff induction, supervision and appraisal, raise the temperature of the premises, allow parents better access, provide drinking water, increase the range of resources to promote equality of opportunity and monitor the noise level.

Staff undergo continuous training but have not formulated plans for an induction process because no changes are envisaged. The temperature within the premises is not consistent and children become cold when moving when one part of the premises to another. Parents are able to enter the first room of the pre-school in order to leave and meet their children. The group have purchased a water dispenser where children are able to help themselves to water whenever they wish. Children respond well to direction and staff are able to reduce the noise level by ensuring that all children are fully involved in activities.

Complaints since the last inspection

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.

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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):

- ensure that a suitable temperature is maintained consistently in all areas where children play
- ensure that children can easily access sufficient activities to hold their interest at all times
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times.

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):

- enhance children's learning by labelling familiar objects and providing interactive posters.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk