



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309791

DfES Number: 521344

INSPECTION DETAILS

Inspection Date 05/02/2004
Inspector Name Ann, Theresa Flynn

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Pre-School
Setting Address Community Centre, The Citadel, Raikes Parade
Blackpool
Lancashire
FY1 4EL

REGISTERED PROVIDER DETAILS

Name Busy Bees Playgroup (Blackpool) 1040500

ORGANISATION DETAILS

Name Busy Bees Playgroup (Blackpool)
Address The Salvation Army, Community Centre
The Citadel
Raikes Parade
Blackpool
FY1 4EL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Busy Bees Pre-School first opened in 1988 and have been in their current premises for 3 years which are located in the town centre of Blackpool. It serves the needs of the local community and whilst it is mainly white European there are children who have attended from diverse countries such as Mongolia and Russia as their parents have been members of the circus. There are presently no children attending from minority groups and one child with special needs.

Registration is for a total of 30 children age 2-5 years and session times are:

Monday - Friday 9:15 am -11:45 noon and Monday - Thursday 12:30pm-3:00pm

There are a total of 50 children currently on the register of whom 29 are in receipt of funding.

Facilities are all on the first floor and comprise of a large room which allows for a range of activities in separate areas and a small area off this room which is used for craft work.

The environment is bright, warm and welcoming and is also visually stimulating due to the opportunity of displaying art work and friezes.

There is a secure outdoor area which provides gardening opportunities for the children which is adjacent to the building.

The staff team consists of a Supervisor who has completed the HND in Early Childhood Studies and 8 other staff, two of whom have NVQ Level 111; 3 with the Diploma in Playgroup Practice and 2 experienced assistants.

Extra staff are deployed to work with children who have special needs and there is a volunteer who attends regularly to assist.

There is a supportive committee of parents who manage the facility, make decisions and who works closely with the supervisor.

How good is the Day Care?

The overall judgement is that the quality of care provided at Busy Bees is good.

The staff work well as a team and effective teaching helps children to develop in all areas of development. There is an effective management structure in place and staff fully understand their roles and responsibilities. The documentation is satisfactorily maintained with staff fully aware of the policies and procedures in place, some aspects of documentation are to be reviewed and developed.

Staff understand the issues of safety and there is a health and safety procedure in place which all staff are aware of which includes a risk assessment. All staff are vigilant about children's safety.

The setting offers a wide and varied range of toys and play equipment to children which aids their all round development. All staff are involved in the curriculum planning ensuring that the activities are purposeful. Activity planning is to be reviewed to include differentiation activities for the more and the less able children with special educational needs are included and their needs catered for, there is a detailed policy in place concerning children with special educational needs.

Partnership with parents is good, the parents are kept well informed about the provision and about their children and they are included within the planning for the next steps in their child's learning. Staff within this provision are committed to the care and education of children.

What has improved since the last inspection?

Following the last inspection the setting was asked to include procedures within the child protection policy which should be followed if allegations are made against a staff member.

The child protection policy does now have a written procedure regarding allegations against staff.

Due to this procedure being implemented the care and safety of children has been enhanced.

What is being done well?

- Staff undertake observations on children to assess their development, the observations are recorded and used to plan the next steps in the child's learning, all of which is agreed with parents.
- The staff are interested in what children do and say they talk and listen to children, asking them questions to make them think and through praise and encouragement develop children's self esteem.
- Children are offered a balanced range of both focused and free play activities which help them to develop in all areas of development. Planning ensures

that the activities offered cover the six areas of learning.

- Parents are well informed about the provision and about their children. They are involved within their child's assessments ensuring they are fully informed about their child's progress and are kept abreast of information by way of a monthly newsletter.

What needs to be improved?

- documentation ensuring consent is obtained from individuals for copying CRB forms.
- provision of drinks, ensuring drinks are freely available to children throughout the sessions.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Ensure consent is obtained from individuals for copying CRB forms.
8	Ensure drinks are freely available to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children at Busy Bees Pre-School are making generally good progress in five of the six areas of learning and very good progress in the area of physical development. Teaching helps children make generally good progress towards the early learning goals, although staff need to ensure that all six areas of learning are covered when evaluating the activities. Staff's knowledge of the foundation stage enables them to plan a varied range of activities. However the staff need to plan further to include the differentiation activities for the more and the less able children. Presently the children attending who have special educational needs receive the required amount of staff support in order to meet their individual needs. Children are well adjusted socially, applying well- established routines to order their conduct and behaviour, they respond to staff's high expectations of their behaviour and staff are good role models for the children to follow. The Supervisor oversees the operation of the setting and involves all the staff in the planning and delivering of the curriculum and offers support to staff. Partnership with parents is very good and parents are well informed about the setting and about their child's progress. Parents are fully involved in their child's learning and assessments.

What is being done well?

- Children are interested, excited and motivated to learn, are well adjusted, applying well-established routines to order their conduct and behaviour for which staff provide good role models.
- Children interact, talk and negotiate with others and staff are active in developing and extending children's vocabulary.
- Children are beginning to use and say number names in familiar contexts, are using language to compare numbers and are beginning to relate addition to adding and subtraction to taking away.
- The setting is well led and managed with staff being involved in the curriculum planning for which support from management is provided.
- Parents are well informed about the provision and about their children's progress and are involved within their child's next steps in learning.

What needs to be improved?

- Evidence of and planning for differentiation activities for the more and less able children needs to be clearly recorded.
- Activity reviews/ evaluations need to cover all the six areas of learning.

What has improved since the last inspection?

Following the last inspection the setting was asked to continue to develop written planning and to reorganise the planning to include the intended learning outcomes, using the daily diary to assist the process.

The setting have continued to reorganise the planning which now includes the intended learning outcomes and the supporting activities are recorded within the daily diary.

Due to these actions being taken the education of the children has been enhanced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, excited and motivated to learn are beginning to speak in a familiar group and sit quietly and concentrate when appropriate. Children are learning to work together as a group and are beginning to learn to share fairly. Children's personal independence could be further developed especially for the older more able children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have opportunities to interact and talk, negotiate with others and extend their vocabulary. Children use talk to explore and organise real and imagined experiences. Staff interacted well with children including the reading of stories which were age appropriate and which children understood and were able to predict a conclusion. Staff missed opportunities to encourage children to attempt to write recognisable letters and or their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff used language to compare two numbers, children counted confidently to ten and beyond and are beginning to recognise written numerals. Number songs and rhymes were used to develop number names in a familiar context. Children are beginning to understand the concepts of addition and subtraction and are beginning to develop a knowledge of shapes. Staff missed some opportunities to promote shape, space and measure concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to investigate materials and senses both indoors and outdoors. Children are beginning to understand events that happen and objects that they observe. Children are developing a sense of time and place and are beginning to know about their own cultures and beliefs and those of other people. Children had limited use of I.C.T. equipment and programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with control having opportunities to use larger equipment to develop climbing and balancing skills. Children are beginning to show awareness of space and had opportunities to use their imagination during the dance session which involved various forms of gross motor movements. Children are beginning to use tools and equipment with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have the opportunity to explore colour and shape in two and three dimensions. Children are beginning to sing simple songs from memory and are beginning to respond sensitively to what they see and hear. Children are provided with many opportunities to use their imagination through music, role-play and art work. More opportunities could be provided to develop communication through the use of musical instruments.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- There are no key issues the following are points for consideration.
- The setting needs to provide evidence of and planning for differentiation activities for the more able and less able children which needs to be clearly recorded.
- Ensure that the activity reviews/ evaluations cover all the six areas of learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.