



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 127069

DfES Number: 513966

INSPECTION DETAILS

Inspection Date 04/03/2004
Inspector Name Jenny Kane

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Pre-School
Setting Address Methodist Church Hall
 West Cross
 Tenterden
 Kent
 TN30 6JS

REGISTERED PROVIDER DETAILS

Name Mrs Josephine Weeks

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 has been registered since August 1994. It is privately owned and managed by the two supervisors who work full time in the group.

The group operates from the Methodist Church Hall in the West Cross area of Tenterden. It serves the local and surrounding area.

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 39 children on role aged from two years to five years. This includes four funded three-year-olds and nine funded four-year-olds. The group supports children with special needs.

Three full-time and three part-time staff work with the children. The 3 full-time staff have early years childcare qualifications and four hold current first aid certificates. Two new members of staff are hoping to attend NVQ level 2 training this year.

The group receives support from the Early Years Development and Childcare Partnership (EYDCP). They are also members of the Pre-school Learning Alliance (PLA).

How good is the Day Care?

Busy Bees Pre-School provides good quality care for children.

Staff are well managed and work as a team. Clear policies and prospectus are available and reflect the service offered although some staff issues need addressing. The children's work is well displayed which adds to the bright and welcoming environment, but at times the temperature drops rather low. Good use is made of the available space and despite having no outdoor play area staff provide opportunities for physical play activities indoors.

Children are cared for in a safe environment and staff encourage good personal hygiene amongst the children. They have good relationships with the staff and other children. Good staff interaction and an effective key worker system is beneficial in insuring good continuity and progress. Children enjoy a selection of nutritious snacks during the session, however drinking water needs to be more readily available. Staff are able to meet the needs of children with a disability or special need and there is good wheelchair access.

Children enjoy a range of interesting and well planned topics and activities. On occasions the children become disruptive and staff need to address the noise levels at these times. However children behave well when working with staff, showing good levels of interest and concentration. They have good manners during snack time. Staff are able to meet children's individual and personal requirements. However thought could be given to increasing the positive images shown and to celebrating additional festivals.

The relationship with parents is very good and they are encouraged to come inside to collect their children. This enables them to talk to each other and to the staff, who are on hand to discuss achievements and any issues of care. Some reorganisation of space would allow better access in the mornings. Information is clear, shared with parents and is well displayed.

What has improved since the last inspection?

N/A

What is being done well?

- Space is well used, the rooms are set out well and children's work is displayed attractively on the walls.
- Children are provided with nutritious snacks and are encouraged to try new food.
- Managers are keen for all staff to develop their skills and knowledge and are committed to training, both in-house and external courses.
- There is clear, well produced information and policies for parents. Regular newsletters and informative notice board helps with the sharing of information.
- Staff are friendly and approachable and they have a very good relationship with the parents. They involve parents in the care of their children and keep them informed of progress and achievements on a daily basis.
- Staff have good knowledge of special needs. The SENCO has just completed training and shares information with staff. The group works with other professionals and parents to meet the needs of all children. There are also good links with the local school.

What needs to be improved?

- the systems for staff induction, supervision and appraisal
- the temperature of the premises
- the space in the front hall to enable parents better access
- the provision of drinking water
- the range of positive images, resources and festivals that promote equality of opportunity
- the noise level during those activities where some children become disruptive.

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
2	Implement formal systems for staff induction, supervision and appraisal.
4	Ensure that the premises are maintained at an adequate and comfortable temperature.
4	Rearrange the space in the front hall by the door to enable parents better access when arriving with their children.
8	Provide access to drinking water throughout the session as stated in the diet policy.
9	Ensure that children have an appropriate range of positive images and resources that promote equality of opportunity, including disability, and have the opportunity to celebrate additional festivals.
11	Consider ways to reduce the noise level during those activities where some children become disruptive.

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

How effective is the nursery education?

Busy Bees Pre-School is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals and in the area of mathematical development, very good progress,

The quality of teaching is generally good. Staff have a good knowledge of the stepping stones and demonstrate a good understanding of how children learn. The long, medium and short term planning is very good and a clear system for observations and assessments is in use. Staff support children well during activities and are aware of meeting their individual needs.

The leadership and management is generally good. The owners are also the managers and work in the group full time. The staff are well supported and work effectively as a team. They are all involved in the planning, meeting regularly to organise and monitor the curriculum. There is a commitment to staff development and staff have identified individual training needs. The managers are keen to listen to parent's views and comments and are committed to making improvements and raising standards.

The partnership with parents is very good. They are kept well informed and receive written information about the curriculum and the early learning goals. Key workers speak to parents on a regular basis keeping them informed of progress. However parents would benefit from individual consultations and the opportunity to discuss their child's educational development. The staff are friendly and approachable, enabling parents to share information about their children. Parents are given information about topics and themes encouraging them to become involved in, and continue with, their children's learning at home.

What is being done well?

- Staff maintain very good relationships with parents and carers. They are friendly and approachable and keep parents well informed about the curriculum.
- Team working is very good and staff have a strong commitment to training and development. They spend a lot of time planning activities which are interesting and meaningful.
- Staff have good knowledge of the stepping stones, curriculum guidance and the foundation stage. Planning is clear and is linked to the 6 areas of learning.
- Staff have good relationships with the children. They extend their knowledge through well planned, interesting and practical activities.

What needs to be improved?

- the formal system for parents to consult individually regarding their children's educational progress and achievements
- the opportunities for children to use writing during role play activities and the setting up of a permanent mark-making table
- the area of Knowledge and Understanding of the World
- the physical play activities.

What has improved since the last inspection?

At the last inspection the group was asked to consider two actions:

1) Writing materials should be provided on a daily basis in the role-play area, enabling children to write independently.

The group have now provided some resources. However it is still an area which could be further developed by the provision of a permanent mark-making table.

2) An interest table should be set up to encourage children to learn from first-hand experiences.

There is an interest table which is set up permanently. It has information and objects on it which relate to the topic of the week. Children use this area a lot, looking at and exploring the objects.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and have good relationships with staff and each other. They share, take turns and co-operate with each other. Behaviour is generally good, although sometimes less able children are disruptive preventing others from learning. Children are independent, take themselves to the toilet and choose what they would like to do. There are some limits to self-selection due to the layout and children would benefit from being able to pour their own drinks at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and engage in meaningful conversations with staff and visitors. They enjoy books and stories and understand that word has meaning. Children recognise their own names and often those of others and staff help them to write correctly. They have many opportunities to practice writing and drawing skills although these are limited in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to count during the daily activities, register, snack time and lining up. They understand number, size, colour and shape and staff encourage children to develop their knowledge through a range of activities. Children can count up to 10 and higher. They enjoy counting songs and rhymes and are given lots of opportunities to compare, sequence and calculate. There are good displays of number around the room.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a range of natural objects and materials to build, construct and make things. They use a tape recorder to listen to a variety of sounds, however the computer is little used. Children speak confidently about home, family and events outside of the group. There are opportunities to learn about nature and living things. Although there are resources that reflect diversity, there are limited opportunities for children to learn about the wider world and to celebrate other festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The group do not have an outdoor play area, therefore physical activities take place indoors. Children move around their environment reasonably well, avoiding obstacles and others. However the space is limited and some children disrupt others when using bikes and cars. Children enjoy singing, action songs and indoor games. They take turns, listen well and understand rules. Children show good control when using a variety of small tools and they handle scissors, brushes and pencils well.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy singing and join in well. They listen to and identify sounds using the tape recorder, however opportunities for children to use musical instruments was missed. Children use their imaginations well, they enjoy role play and the home corner is well used. They have access to a range of art and craft materials and take part in a variety of interesting topics throughout the term.

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

- develop a formal system for parents to consult individually regarding their children's educational progress and achievements
- increase the opportunities for children to use writing during role play activities and consider setting up a permanent mark-making table
- develop the area of Knowledge and Understanding of the World by providing children with opportunities to:
 - 1) use information technology
 - 2) learn about the wider world and celebrate other festivals
- reorganise the physical play activities so that children can move around freely, when using large equipment, without disrupting other children's activities. Consider making use of the upstairs hall for physical activities.

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.