



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511678

DfES Number: 520890

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Deborah, Jean Watton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Preschool
Setting Address Meadowsweet Way
Horton Heath
Eastleigh
Hampshire
SO50 7PD

REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bees PreSchool

ORGANISATION DETAILS

Name Busy Bees PreSchool
Address Meadowsweet Way
Horton Heath
Eastleigh
Hampshire
SO50 7PD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

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

How effective is the nursery education?

Busy Bees Preschool provides good quality nursery education and children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, physical development and creative development with generally good progress made in communication, language and literacy, mathematical development and knowledge and understanding of the world.

The quality of teaching is generally good. The staff team work well together, planning and providing a balanced curriculum with a good mix of adult led and child initiated activities. Staff know individual children well and encourage them to develop their interests, persevere and complete activities. Staff record children's achievements, however, these assessments are not currently used to plan the next stage of development for each child. Staff work closely with parents and outside agencies to support children with special needs.

Leadership and management of the preschool are very good. The voluntary management committee have put in place effective systems for the continual assessment and development of staff and training is actively encouraged. Clear communication through planning and daily discussion enables the supervisor to ensure that staff support children at their chosen activities. The setting works closely with advisory agencies to enhance and improve the provision of nursery education.

The partnership with parents and carers is generally good. They are well informed about the preschool's policies and procedures through welcome packs, newsletters and noticeboards. Most parents share what they know about their child through discussions with staff and by adding information to their child's assessment record. They are invited to attend meetings and become members of the management committee.

What is being done well?

- Children's personal, social and emotional development is very good. They learn that there need to be codes of practice for group work and they develop caring relationships, sharing and taking turns in their play.
- Children's creative development is very good. They enjoy daily opportunities to create pictures and models to their own designs using a good range of resources including recycled materials, paint, chalk, fabric, paper and card.
- Staff and the voluntary management committee work closely together to develop the provision of nursery education. They monitor and evaluate activities and paperwork systems to ensure they meet the needs of staff and children.

- Staff create a welcoming environment for parents and operate a popular parent helper rota. Parents are provided with clear information about routines and their role within the group and they receive a valuable insight into their child's time at preschool.

What needs to be improved?

- individual assessments, to enable staff to use these records to plan activities which ensure each child makes good progress towards all the early learning goals, and to improve the system to regularly share the records with all parents
- opportunities for children to listen to stories and to make up their own stories
- opportunities for more able children to develop mathematical ideas for problem solving
- planned activities for younger children to use information technology.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff have developed a system for recording information about children's achievements and progress towards the early learning goals. However, this information is not used to plan the next stage of development for each child or routinely shared with all parents. These issues are carried forward as key issues from this inspection.

Daily plans now clearly show details about staff deployment, grouping of children and learning objectives for key activities, providing an effective tool for staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and keen to learn. They are encouraged to try new activities and to concentrate and complete each task. They persevere at their chosen activities. Children develop positive relationships with adults and other children. They learn the preschool rules and how to co-operate in their play. Children develop independence and make choices about what they do, for example, they choose activities and select resources, snacks and drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language develops well as they talk about themselves and the world around them. They begin to link sounds to letters and understand that print carries meaning, however, there are limited opportunities for them to listen to stories or to make up stories of their own. The preschool routine encourages them to recognise their names. Children have many opportunities to practise pre-writing skills, for example, during role-play and more able children learn to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to recognise numerals one to nine during practical activities and many children count confidently to ten. They learn the language of addition and subtraction through activities like model making and through singing number rhymes and songs. More able children have limited opportunities to develop problem solving skills. Children learn about shape, position, size and quantity through activities like sand and water play, cookery and construction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate their surroundings. They talk about how things work and enjoy planting seeds and watching them grow. Children talk about past and present events in their lives with the staff who effectively encourage discussion. They talk about their own and other cultures. Children learn about their local environment through outings and visits from people like nurses and police officers. Older children have access to a range of mini computers.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move confidently during physical activities demonstrating a good sense of space. They enjoy opportunities for outdoor play and music and movement sessions. Children develop a sense of bodily awareness and learn about keeping healthy through action games and activities like sandwich making. They develop climbing and balancing skills using a range of large equipment. They are also skilled at using tools like pencils, scissors, pantbrushes and glue sticks during everyday activities.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children are encouraged to use their imagination and express their ideas through a range of role-play activities, for example, they create a café and a hospital. They enjoy opportunities to use musical instruments and have built up a repertoire of songs and action rhymes. Children respond with all their senses to many experiences, such as tasting and smelling food and touching a range of contrasting textures. They learn about colour and shape as they design and create pictures and models.

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

- improve the use of individual assessments to plan the next stage of development for each child and to share this information with parents
- plan regular opportunities for children to listen to stories and to make up and sequence their own stories
- provide opportunities for more able children to develop problem solving skills
- create opportunities for younger children to develop confidence using information technology such as mini computers and programmable toys.

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.