

Busy Bees Pre-School

Inspection report for early years provision

Unique reference number 309791
Inspection date 26/03/2012
Inspector Lynne Woods

Setting address The Salvation Army, The Citadel, Raikes Parade, Blackpool,
FY1 4EL
Telephone number 07961 921 836
Email busybeesbpl@aol.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Busy Bees Pre-School was registered in 1988 and is managed by a board of trustees. The pre-school operates from a community centre in the centre of Blackpool. Children use a large room, which allows a range of activities in separate areas, and an area of the hall which is used for creative work. There is a secure outdoor play area which includes a garden for children. The pre-school serves the local and wider communities. It is open Monday to Thursday from 8.30am until 3pm and on Fridays from 8.30am until 12.00 noon term time only.

Currently, there are 35 children who attend the pre-school throughout the week, of these 23 children are in receipt of nursery education funding. Children attend for a variety of sessions. The pre-school is registered to care for 30 children from two years to under eight years. There are systems in place to support children with special educational needs and/or disabilities.

The pre-school employs seven staff, all of whom have appropriate early years qualifications and the manager has a degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children access a welcoming, stimulating, organised environment that is packed away each night. Excellent partnership working with other professionals and the engagement of parents means that each child's uniqueness is superbly recognised. Thus, children's individual needs are extremely well planned for and attended to. The management is well organised, implements secure self-evaluation and demonstrates an enthusiasm and commitment to driving forward improvements to the service for children. Staff implement robust policies and procedures to keep the children safe.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the opportunities for children to engage in mark making activities.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are exceptionally strong and integral in all aspects of the management of the provision in order to protect children from harm. All staff

have undertaken safeguarding training to ensure their knowledge of child protection issues is very secure. Maintenance of the relevant records is to a high standard to support the effective implementation of the child protection procedures. Rigorous staff and volunteer vetting procedures, together with induction and appraisal arrangements, ensure suitable persons are working with the children. Robust risk assessments fully support children's safety, both at the setting, and on outings. Detailed risk assessments are conducted both on and off the premises, identifying potential hazards and minimising risks to children. There is a comprehensive range of policies and procedures in place to support the work of the nursery.

The nursery manager provides outstanding leadership. She is passionate about children's rights to equality of opportunity and is dedicated to helping each child reach their full potential. The staff team are extremely enthusiastic and equally committed to the vision of the nursery. They work as a cohesive team with an exceptional knowledge of child development and the requirements of the Early Years Foundation Stage. For example, children's communication skills are developed as the setting has achieved an 'I can' supportive setting accreditation and continue to implement 'Every Child a Talker' procedures to audit children's abilities.

Children benefit from a vibrant nursery environment where space and resources are excellently planned to stimulate their curiosity and interest. The outdoor area provides a rich environment to support a wide range of play and generate learning. Self-evaluation is ongoing to sustain the high expectations for continuous improvement. The reflective process is thorough and involves all staff, children and parents.

The excellent partnership with parents and others who support the children, is an outstanding strength. Parents speak very highly of the nursery, including statements about the positive impact it has had on their lives. Parents feel involved in their children's learning and development and value the relationships with the staff. Parent partnerships are further enhanced by the provision of craft materials that are freely available for them to take home. For example, parents make Easter Bonnets at home with the children which they wear in the Easter parade. They are exceptionally well informed of their children's progress and activities through termly assessments, photographs on digital display and monthly newsletters. Excellent transitional arrangements are in place with schools and other providers to support children in feeling safe and informed about their next steps in life. Strong partnerships are forged with many professional agencies and local schools. As a result, children with special educational needs and/or disabilities, or those who are learning English as an additional language, have their needs met very well.

The environment, both indoors and out, is organised flexibly and creatively. Children can choose to access areas and resources offering different activities to extend their play and develop their independence. Children are cared for by qualified and experienced staff that are well deployed so that they receive excellent adult support at all times. It is clearly documented how the nursery has addressed recommendations raised at the last inspection to further improvements.

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

Children have outstanding opportunities to achieve positive outcomes and are highly motivated in play. All staff are fully engaged with the children, know them well, and form genuinely strong relationships with them. This significantly contributes to the children's sense of belonging. Staff place a high regard on nurturing children's confidence by encouraging them to become very independent thinkers. They build on this as the foundation to developing children's positive attitude towards learning. A 'can do' mentality is actively promoted which gives the children the confidence to try to achieve tasks themselves. This is evident in all aspects of the children's nursery life. For example, they freely access the art materials from the art station to engage in chosen creative activities. Staff successfully balance child and adult-led activities to provide children with increasing challenge, which means they are fully occupied and enjoy their learning journey. The manager and her team of qualified and experienced staff demonstrate an enthusiasm for the work with a clear commitment to promoting outcomes for children. Staff analyse data collected about children's progress to allow them to identify areas for improvement and areas of good practice. This shows children make significant progress in relation to their starting points and capabilities. Children show exceptional high levels of concentration as they pursue activities which sustain their interest. The children's creativity flourishes as they determine the direction of their play. They demonstrate in their play their understanding of measuring, position, numbers, and use of calculation, as they explore the properties of sand and water. Children's awareness of sounds is nurtured as they collect items for the sound basket and sing the song for the letter of the week. They also have good opportunities to recognise their name and develop their mark-making skills. The quiet area is respected for its purpose by the children, in this area they enjoy books, either independently or as staff read to them. The children learn about technology, for example, they use the tills or interactive child computers that are readily available to them.

Children's health and well-being are promoted exceptionally well and they learn how to protect the environment as they recycle packaging from their lunch boxes. They also learn how solar energy powers the pump in the pond. Children learn about being healthy as the nursery work towards achieving the 'Blackpool Healthy Early Years' status. Children have the space to be exuberant in their movement and enjoy energetic play, they engage in party games when it is a child's birthday. The outside environment is accessible throughout the year and children learn how to dress suitably for the different types of weather. The children follow robust procedures as they safely walk down the stairs and access the outdoor area. Snacks are thoughtfully planned to ensure children have access to a wide range of healthy options and self-help skills are promoted as they spread their own jam on crumpets. Parents provide lunches for the children and these are stored appropriately to protect children from the risk of food contamination. Staff are exemplary role models for children's behaviour. This means the children are exceptionally well behaved and thoughtful as they show consideration towards

each other in play and enjoy each other's company.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met