

# Woolacombe & Morteohoe Busy Bees Pre-School

Woolacombe School, Beach Road, WOOLACOMBE, Devon, EX34 7BT

<b>Inspection date</b>	10/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Relationships between staff and children are close, supportive and encouraging so children develop into confident young people.
- Staff use praise and encouragement to positively support learning and development.
- Children engage fully in activities that interest them and meet their needs and abilities. As a result, they make good progress in relation to their starting points.
- Partnerships with parents are strong. They feel involved in their children's learning and speak very highly of the setting.

### It is not yet outstanding because

- The organisation of daily routines means that children are left waiting for the next activity for periods of time during the day. There is a lack of resources, toys and positive images of diversity in the pre-school in order to fully promote children's understanding of the wider world.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector undertook observations of children and staff interactions with them, inside and outdoors.
- The inspector spoke to staff and held discussions with the manager and head teacher.
- The inspector spoke to some parents to gain their views on the setting.
- The inspector reviewed a sample of relevant paperwork including children's learning records, planning documents and staff qualifications.
- The inspector carried out a joint observation with the head teacher.

## Inspector

Katherine Lamb

## Full report

### Information about the setting

Woolacombe and Morteohoe Busy Bees Preschool re-registered in 2013, and is now managed by the governing body of Woolacombe School. The preschool use the self-contained School House within the grounds of the main school, which is accessed by steps. Children have the use of three playrooms and associated facilities. There is an enclosed garden suitable for outside play. Children also have use of the school facilities and outside play areas. The preschool operate each weekday, during the school term time only, from 8.45am to 3pm. The preschool is registered on the Early Years Register and receive funding for free nursery education for two, three and four year olds. There are currently 26 children on roll in this age range. Six members of staff work with the children, five of which hold early years qualifications at level 2, 3, 5 and 6.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- review the organisation of daily routines so children are not left waiting
  
- improve the resources, toys and positive images of diversity in the nursery to enhance children's understanding of the wider world.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff take time to get to know children and their families very well. They tailor activities to children's interests and understand how they like to learn. This means children are enthused and motivated to learn new skills and are making good individual progress in all aspects of their learning and development. Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and complete regular observations and assessments on children's development. Staff plan children's individual next steps and include activities and learning opportunities for all children to support them to reach their potential. Staff gather information from parents regarding children's interests and learning at home, and share what children enjoy in the pre-school. This two way flow of information means parents are fully involved in their child's development. Ongoing assessment of children's progress helps the staff to identify any gaps in achievement. Meetings and discussions with the children's key person provide good opportunities for parents to take an active role in their child's learning. Appropriate arrangements are in place for the checks required for children aged between two and three years.

Children know the routine well. However, there are times during the day where children are left waiting between activities and during this time they lose focus. The pre-school is very well resourced with designated areas to support different parts of children's learning and development. Staff label areas with photographs so that children can distinguish between them. However, there is a lack of resources to help children learn about diversity and the wider world. Staff provide children with good access to computers to extend their information communication technology knowledge, which children thoroughly enjoy. As a result of this good access, children are confident in using them without support from staff. However, staff are on hand to help support if needed. Children are given free choice of a range of activities set out that they can choose from and consequently children settle quickly and play with their friends.

Staff allow children to try things for themselves before stepping in. For example, staff show children how to pour their own drinks and then allow children to try themselves. This means that children are able to practise skills that they need when they move to school. Children appreciate being able to dance to songs so they can all dance together. They laugh as they follow the song's lyrics to move certain parts of their body only, which teaches them about the body and how it can move.

Staff are very good at joining in with children's play to support them. For example supporting children to understand rules in games and turn taking. Children in the garden use numbers in their play as they play counting games. They also organise their own races showing that they play well together. Staff sit with children and talk to them about what they are doing. For example, children draw on white boards and staff ask children to explain their pictures which develops their language skills. Children write their names on their pictures and know that this identifies the picture as theirs and that marks carry meaning. All staff use questioning well to challenge children's thinking.

Children are very confident communicators; they constantly talk to their friends and engage in regular conversations with adults. Parents comment that their children enthusiastically talk about the activities they have taken part in during the day and are excited about returning to play with their friends and staff.

### **The contribution of the early years provision to the well-being of children**

Children settle well and play in small groups with their friends, talking as they play. Children also show security and confidence by being happy to play on their own. Relationships between children and staff are very positive. The staff team have worked hard to ensure all children settle quickly into the pre-school. They clearly prioritise the well-being of children, praising them for their achievements and good behaviour. There is an effective key person system in place and children build secure bonds with the staff, which effectively supports their personal and social development. Parents feel staff are attentive to their children's needs. The pre-school is well resourced both indoors and outside, which is used well to give children independent choice with what they play with.

Children are learning how to adopt healthy lifestyles. Drinking water is available for

children to access during the day, which helps the children to be independent in meeting their own needs. Children wash their hands before they have a snack and they are developing their personal independence skills as they help themselves to a snack of fruit and a drink of water. Staff make mealtimes sociable and children talk to each other about what they have done while encouraging them to use good table manners.

Children enjoy being able to access the outside space daily. They build their own obstacle courses and learn how to use their bodies in different ways. Staff ensure they are dressed appropriately so that they can play outside in all weather conditions. Children have a good level of achievement and self-confidence and are prepared well for future moves to school. In addition, there are strong links in place with the on-site primary school and reception teachers have been invited into the pre-school to meet the children, to support these moves.

### **The effectiveness of the leadership and management of the early years provision**

The head teacher has a good understanding of her responsibility in meeting all the requirements of the Statutory framework for the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. Effective arrangements are in place to monitor the quality of educational programmes. The pre-school lead carries out checks once a term to assess what stage the children are at, writing action plans if needed to support each child to make progress. Children's targets are shared with the other settings that they attend to fully support their learning and development.

An appraisal system is in place to identify and address any training needs for the staff to support their professional development and drive improvement in the quality of the provision. Accurate self-evaluation and reflection helps to effectively identify strengths and prioritise areas for improvement. The staff team use team meetings as a time to review their practice and comment on strengths and areas for improvement. Staff and parents are keen and willing participants in this process, which benefits the outcomes for children.

The pre-school makes good use of risk assessment to identify and reduce hazards within the provision. This means that children are protected and can play in a safe environment. Staff know and understand the pre-school's clear policies and procedures and embed them well into practice. Staff supervise children well. The pre-school's policies and procedures have recently be reviewed, which show that staff have a high regard for children's safeguarding and health and safety. Children are well safeguarded in the pre-school because staff are fully aware of their roles and responsibilities. Staff have received safeguarding training and know the course of action to take if they have a concern about a child's welfare. There are comprehensive systems in place to ensure all staff who are employed are suitable to work with children. All staff are checked with regards to experience, qualifications and suitability.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY463389
<b>Local authority</b>	Devon
<b>Inspection number</b>	931051
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Woolacombe School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01271870659

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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