

Busy Bees Preschool

Meadowsweet Way, Horton Heath, Eastleigh, Hampshire, SO50 7PD

Inspection date 23/06/2014
Previous inspection date 17/06/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider's systems for vetting staff are not robust. The leadership does not have sufficient up-to-date knowledge and understanding of the need to check the ongoing suitability of staff. These weaknesses put children at risk.
- The provider does not maintain confidentiality regarding parents' information or concerns, so undermining the privacy of children and families.
- Staff do not meet children's needs well enough. They restrict children's ability to be independent, to participate and to make decisions about what to do.

It has the following strengths

- Staff promote children's learning through involving themselves well in play.
- Staff engage with all parents, which helps promote children's progress.
- Staff focus additional support on developing children's speech and language.

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 invited the manager to carry out a joint observation.
- The inspector observed children's activities and adults' interaction with them, indoors and outside.
- The inspector viewed a range of documentation, including that relating to staff appointment systems and checks from the Disclosure and Barring Service.
- The inspector spoke with the provider, some parents and children, and with all adults working with the children.

Inspector

Christine Clint

Full report

Information about the setting

Busy Bees Pre-school is a run by a voluntary committee. It opened in 1990 and registered with Ofsted in 2001. It operates in the community centre in Horton Heath in Hampshire. Children use the main hall and toilet facilities. There is a smaller room that is also used by children. All children share access to an enclosed outdoor play area. The pre-school is open on Mondays from 9.15am to 12.30 pm. It is open on Tuesdays, Wednesdays and Thursdays from 9.15am to 3pm, during school terms only. The pre-school is registered on the Early Years Register. There are currently 19 children aged from two to five years on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school currently has children with special educational needs and/or disabilities attending. The pre-school committee employs four members of staff. All staff hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there are robust systems to show that current clearance checks through the Disclosure and Barring Service have been completed for all adults working with children, or who are likely to have regular contact with children
- ensure leadership has sufficient up-to-date knowledge and understanding of the requirements for checking the ongoing suitability of all adults who either work with or have regular contact with children, and ensure there are robust systems to maintain such checks on those adults' suitability
- ensure that information provided by parents is kept securely and confidentially, including information relating to complaints
- ensure the planning and management of activities and daily routines encourages children to make independent decisions about what to do, by enabling more children to take part in group activities at once, particularly snack time and craft activities

Inspection judgements

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

The provider and staff focus on planning for children to learn through active play. They include a variety of topics and themes to broaden and expand children's opportunities for

learning. For example, staff have recently developed ideas for promoting children's understanding of healthy eating. They have included a healthy eating table with pictures, products and labels to increase children's interest and to promote discussion. Staff help children make connections across their learning, such as by linking this theme with an art activity. For example, staff teach children how they look after their teeth, which children talk about when they paint pictures of their mouths and teeth. Staff teach children to mix paint and spread glue. In these ways, children develop practical skills and develop their concentration levels.

Staff show appropriate knowledge and understanding of how to promote children's learning through involving themselves well in children's play. However, there are times when staff provide limited places at activities. For example, they only permit two children at a time at the craft table, and four at the snack table. This restriction disappoints some younger children because they cannot undertake the activities they wish. This is an unnecessary restriction because numbers of children attending are low, and there is space for more children around the tables. This meant that some children did not do painting when they wished to, for example. This dampens children's enthusiasm to engage in activities. It means that the way staff organise activities to help children become independent in their learning is not good enough.

Staff provide suitable activities to promote learning. They offer role-play areas, such as a pretend shop, in which children collect and carry items they want to buy. This activity encourages children's speech and language development when they interact with each other. Staff place a clear emphasis on quiet times, especially when children sit on the blue mat. They instantly recognise that this is when they listen to staff instructions, which they learn to follow well. Children use the scales to weigh items and staff encourage them to understand and link their play with early writing skills. These activities help children gain some appropriate skills for their eventual move to school.

Staff help children develop their hand coordination. For example, children helped to mix cornflour and water, and then made patterns and shapes with their fingers. They manipulated clay, and they concentrated on cutting smaller pieces with scissors. These activities held some children's attention well. They continued to persevere, and showed delight when they were successful.

Staff assess children's level of progress and development regularly. Staff use their observations of play to monitor children's progress, and to plan for children's next steps in development. Doing this helps children build on what they have learnt, so learning is progressive. Some staff identify that some children's progress in speech and language is less advanced, so they organise small-group sessions away from the main hall to enable staff and children to concentrate. These short sessions include a focus on pronunciation and learning letter sounds, which helps children to progress in the communication and development. This helps close the gap from their starting points on entry. Staff use suitable systems to do this, and often include singing and action rhymes to keep children's interest. Staff and parents recognise this time promotes improvements in children's speech and language.

Staff gain clear information about children's abilities from parents when children start.

Staff use this information to include a variety of different activities that interest and involve children. Staff have positive relationships with parents. Staff keep parents up to date about their children's progress and involve them in their children's learning.

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

The provider does not ensure staff meet the safeguarding and welfare requirements to promote children's well-being. Necessary checks to assess the suitability of staff to work with children are not robust, which significantly jeopardises children's well-being.

The key-person system provides suitable engagement with all parents, which helps staff meet children's needs. There are individual settling-in routines for all children, which help new children to become confident. Staff share information appropriately with parents to encourage children's sense of belonging and to support their emotional development. This is because they form secure attachments with the staff that take special responsibility for them.

Staff teach children to follow the rules of the pre-school by encouraging them to listen carefully. Children respond to staff, including when there are minor disputes. Staff use explanation well. They encourage children to apologise and show affection towards each other. This resolves children's unhappy feelings and promotes their personal, social and emotional development appropriately.

Staff use daily routines to develop children's personal independence. For example, children manage their personal care routines, such as toileting needs. Staff teach children to take on responsibilities, such as pouring their own drinks. They wash their cups capably after snacktime. However, staff restrict the numbers of children allowed to take their snack at one time unnecessarily. This leads to children who want to eat, having to wait and complaining when they are told they cannot go back indoors for snack time. This approach again limits children's independence in making decisions, and means their care needs are not met as soon as possible.

Staff organise the premises daily for children's activities and prepare a suitable range of resources to support children's all-round learning, indoors and out. Children are keen to enjoy outdoor activities, where they increase their physical skills. For example, they learn to balance on stilts, walk with an egg and spoon, and throw beanbags accurately. Staff join in children's activities providing support, such as by turning a skipping rope for children to jump. Children gain from all these physical movements and they show high levels of interest and determination to achieve. The frequent opportunities for movement and fresh air promote children's good health.

Staff provide safe physical play environments by using daily checks to identify and reduce risks. They teach children how to keep themselves safe in appropriate practical ways. Staff undertake regular emergency evacuation procedures. They teach children to hold on to a rope and walk out to the car park immediately. Such practises help children learn how to

respond should an emergency arise.

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

This inspection took place because of concerns raised to Ofsted about unchecked staff at times having sole supervision of children, and about the provider's knowledge regarding the necessity to undertake suitability checks. The inspection found that the provider has not maintained robust systems for managing the vetting procedures for staff, to safeguard the welfare of children. Not all adults in regular contact with children have had necessary background checks. The leadership does not have sufficient knowledge and understanding of the need to continue to check the ongoing suitability of such adults. This means that the provider does not meet safeguarding and welfare requirements, and this puts children's safety at risk. However, it was found that unchecked persons did not have sole supervision of children.

There is a clear safeguarding procedure to explain how the provider will manage any allegations against staff. Staff show sound knowledge and understanding of recognising any signs and symptoms that may give cause for concern about a child's well-being, and they know the relevant processes to follow. Staff understand that they do not use their mobile phones and cameras in the pre-school. These procedures help to protect children. The leadership has a suitable complaints procedure, which parents use to record concerns. However, leadership does not ensure that this information is held confidentially. This results in a lack of privacy for children and families, and is a further breach of requirements.

The provider implements the learning and development requirements. Leadership include many opportunities for learning through play. Children's learning and development is monitored, and staff use children's ongoing achievements to plan suitable activities to reduce any gaps in their progress since entry. Staff recognise the need to maintain partnerships with external agencies. They have regular visits from early years support agencies and organisations to achieve accreditation, which helps drive improvement. Staff know how to gain support to meet children's individual needs and promote their progress.

The leaderships' self-evaluation process includes feedback from parents who share their opinions and ideas. There are regular committee meetings and staff meetings to share ideas and plan for children's future learning. Parents volunteer to be on the pre-school committee and in this way they regularly become involved in the pre-school routines and help to evaluate the provision. Established staff have annual appraisals, which are linked with opportunities for further training. Newly employed staff follow an appropriate induction programme. These actions all contribute to the evaluation process and help drive improvement.

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

Unique reference number	511678
Local authority	Hampshire
Inspection number	978943
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	19
Name of provider	Horton Heath Pre-School Playgroup Committee
Date of previous inspection	17/06/2010
Telephone number	07813 534727

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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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