

Busy Bees Pre-School

Inspection report for early years provision

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Inspector Maria Lumley

Setting address Shaftesbury Close, West Moors, Dorset, BH22 0DZ

Telephone number 01202 892483
Email busy.bees.westmoors@talktalk.net
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

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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*.

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Description of the setting

Busy Bees pre-school opened in 1989. It operates from two playrooms within a purpose built building next door to Oakhurst School in West Moors, Dorset. Children attend from the local and surrounding areas. The setting is open Monday to Friday from 8.55am to 11.25am and 12.25pm to 2.55pm, during term time. In addition there is a breakfast club which operates between 8.30am and 8.55am and a lunch club between 11.25am and 12.25pm. The pre-school is registered on the Early Years Register and a maximum of 26 children may attend at any one time; there are 48 currently on roll. The setting supports children who have special educational needs and/or disabilities.

The setting employs eight members of staff. Of these, seven hold appropriate qualifications and one is working towards a qualification.

The setting is a member of the Pre-school Learning Alliance and receives support from Dorset Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the pre-school and make good progress in their learning. Excellent links with parents and relevant professionals are established. The pre-school work in close partnership to ensure the needs of all children are met by valuing each child as a unique individual. The pre-school has an accurate understanding of its effectiveness and targets to secure further improvement are identified. Recommendations raised at the previous inspection have been addressed resulting in improved documentation.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further children's hygiene practices at snack time and extend the choice of snacks available to them
- improve the organisation of furniture at small group activities to ensure there is sufficient space for all children to sit comfortably and participate in play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff place high priority upon their welfare and protection. Supporting documentation is well written and clear, with copies given to parents. Systems to monitor the suitability of staff and students are robust, as all adults are checked. Policies and operational procedures fully consider the health and safety of the children. Ongoing and carefully monitored risk assessments

ensure children always play and learn in a safe and suitable environment.

Excellent links with parents are established from the onset. This starts with the manager and key person conducting a visit, where they meet the child and their family in their own home. These meetings give staff an opportunity to gain detailed information about the child's routines, likes, dislikes and stage of development. Parents receive comprehensive literature about the pre-school in the welcome and joining packs. These include the prospectus, policies, latest Ofsted report and information about the Early Years Foundation Stage. Plans for the week are displayed on the door and at the end of each session staff display a record of what each child has done. This is further supported by daily discussion and use of diaries. Parents are actively encouraged to spend time at the pre-school and a well used parent rota has been established. Staff value the input of fathers and recognise that many have little involvement with the pre-school, due to work commitments. As a result, staff introduced a Saturday fathers' club with organised activities such as crafts, baking and music. This enables fathers to spend time playing with their children, meet staff and share their children's learning and development.

Staff have developed excellent links with numerous relevant professionals including physiotherapist, speech and language therapist, educational psychologist and paediatricians. These highly effective partnerships ensure that every child is supported and able to be fully included in all aspects of the provision. Staff attend additional training to ensure they have the skills to support all children and recently attended 'Sign along' and 'Promoting language for hearing impaired' courses. Staff have systems that support links with other early years settings that children attend. This includes sending link up letters to other providers, introducing their key person and initiating arrangements to meet up to discuss the child. Communication is further managed through phone calls, letter or diaries.

The pre-school have a clear understanding of their strengths and weaknesses and are committed to their ongoing improvement. The involvement of all staff and the local authority provides a record of what is needed to secure further improvements. They have identified the layout of the outdoor environment as an area they intend to develop further to improve safety and play experiences for children. Children's views are also sought on a daily basis. For example, at the end of the session staff ask children, 'what did you do today, what did you enjoy'. A child says they have played in the playhouse. The member of staff asks, 'is there anything you would like to have in the play house next time?'. The child replies 'make it like Sainsburys'. Children go on to discuss what resources they would like to have saying, 'We can have some trolleys and food'. Staff record children's comments to inform future planning to take into account children's ideas and interests.

The inspiring organisation of the pre-school actively stimulates purposeful play and exploration, enabling children to instigate their own learning. Effective deployment of staff contributes to the good outcomes for children. However, staff do not always fully consider how best to deliver activities such as a play dough. A group of eight children are cramped as they sit at a small table. This restricts their access to the dough and impacts on their learning and enjoyment. The provision of a

good range of resources and positive displays reflecting diversity, ensure staff help children understand the wider world and begin to learn about differences.

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

Staff demonstrate a secure understanding of child development and the requirements of the Early Years Foundation Stage, they are confident in their ability to deliver a well planned curriculum. On entering the pre-school, staff establish children's starting points by talking to parents and completing documentation. Regular spontaneous and planned observations provide an assessment of individual children's future learning. This information is used to plan future focussed activities to ensure activities are well matched to individual children. Staff use daily routines of 'Plan-Do-Review' which involves children spending time in small groups with key workers where structured activities take place to enhance learning. Staff are accomplished at knowing when to interact as children are offered lots of questions and supported as and when they need to be. In addition, their ability to adapt practice in order to take account of children with specific needs is highly effective as they are flexible and inclusive, ensuring all children progress at their own pace and ability.

Children congregate excitedly outside the pre-school waiting for it to open. They chat to each other and share news. As soon as the doors open children rush in, they are familiar with the daily routine and select their names and transfer these into the post box. During circle time a child becomes upset and starts to cry saying, 'I want my mummy'. This prompts discussions about feelings and emotions. Some children say that boys do not cry. Staff explain that everybody cries at times including mummies, daddies, girls and boys. A boy says, 'I cried when I fell over.'

Children are confident communicators using language and signing to express their needs and views. They enthusiastically join in singing sessions, using actions to enhance the activity further. They sing '1,2,3,4,5 once I caught a fish alive'. A child says, 'I think I'm in the sea with the fish, I like swimming'. Children enjoy planned story times and make good use of the book areas where they frequently chose books to look at. A four-year-old selects a book titled 'Bob the Builder' saying, 'I like Bob the builder, he mends things, he's got a helper called Wendy'. The child sits with the book, completely absorbed, naming the characters in the story and studying the pictures.

Children enjoy exploration and investigation. They use magnetic wands to move ladybirds across a tray. A three-year-old picks the ladybird up and turns it over saying, 'look, it's a magnet'. Children discover that the play horses have magnets in their feet and try to make them stick to different surfaces. They successfully stick to the radiators but not the wall and staff explain that magnets only stay on metal objects. Children continue to explore and remain absorbed in the task. Children are developing good skills as they use the computer. They have clear understanding of how to move the mouse to activate the cursor on the screen. Children count at every day activities, such as counting 13 children present at

registration time. During water play, the children fill and empty containers using mathematical words such as full and empty, more and less.

Festivals such as Diwali, Christmas and the Chinese New Year provide children with valuable opportunities to taste food and learn about other cultures. Staff paint children's hands with flowers and patterns (Mhendi) and dress in a sari. For Chinese New year children make lanterns and dragons and look at photographs and postcards from China.

Children stay healthy because opportunities for outdoor play and physical activity form an important part of their routines. The pre-school doors lead directly to the secure outdoor area, at times these are left open providing children with free flow between the different areas. Children show good control as they pedal on bikes and scoot on scooters, controlling speed and direction as they navigate around the area. A child gets off their bike saying, 'the bar's broken'. They get a toolbox and say, 'I need the wrench' and use the tool to fix their bike. Children ably throw, catch and kick balls, some children master shooting them through a hoop. Children show good independence as they use the water dispenser when they become thirsty and pour their own drinks at snack time. They enjoy visiting the snack bar; however, there is no choice available to them on a daily basis. Some children rush in from playing outside and do not wash their hands prior to eating, and when a child repeatedly drops food on the floor they pick it up and eat it compromising their health. Children show a good understanding of safety as they sit sensibly at group times and walk around the room. They understand the expectations for their behaviour. Staff offer sensitive and consistent guidance and praise children when they do well. When a child drops a puzzle on the floor, another child rushes over and says, 'I will help'. They gather up the pieces and return them to the box, staff reward this kind act by saying, 'that's very kind of you, thank you for helping'.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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