

Busy Bees Childcare Centre

Inspection report for early years provision

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650130

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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.

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Description of the setting

Busy Bees Childcare Centre opened in 1993. The pre-school operate from three rooms within a building in the village square, adjacent to the Carver Barracks. The group serves the local and surrounding areas and has strong links with the local primary school and the pre-school is accessible to all children, with a fully enclosed area available for outdoor play.

The pre-school opens each weekday, during school term time, from 9am until 12noon with children being able to attend for a variety of sessions. A maximum of 41 children may attend the pre-school at any one time and there are currently 30 children attending who are within the Early Years Foundation Stage age group. The group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven members of childcare staff. Of these, six hold an appropriate early years qualification to level two or above and they receive support from the local authority and the group learning alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because they are given effective support to ensure that they are fully included and able to gain the most benefit from activities and opportunities offered to them. The newly appointed manager and staff team are committed to ensure that all children are respected and therefore, develop a good sense of belonging. Staff evaluate different areas of the setting to ensure that they are able to develop an overview of their strengths and areas for improvement. They implement purposeful action plans for the future, which is enabling them to provide a service which is responsive to the needs of all children and families using the setting. Effective partnerships with parents, carers and other agencies ensure that children's needs are consistently met.

What steps need to be taken to improve provision further?

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

- incorporate children's next steps into the planning to ensure that activities are effectively tailored to the needs and abilities of individual children

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as there are effective safeguarding procedures in place. For example, training relating to safeguarding children has been completed by most staff with advanced safeguarding training completed by designated staff. The manager has effective recruitment and vetting procedures in place to ensure that all staff are suitable to work with children. Comprehensive risk assessments and daily checks are completed by all staff, ensuring that hazards and risks to children are minimised. Well-written policies and procedures, which have recently been updated to ensure that they are in line with the Early Years Foundation Stage framework, are in place to ensure that the environment is safe and secure. These are shared with parents and used effectively to further protect children. Children demonstrate a good awareness of adopting safe and responsible practice and are fully aware of the setting's behaviour expectations because staff offer regular and gentle, reminders. For example, children know that when playing outside on bikes they must wait their turn by standing next to the member of staff so as not to get in the way of those children already on bikes and show great awareness for others when on the bikes.

The manager and staff team demonstrate a genuine enthusiasm for their work, they have recently built a strong team and are successful in setting and maintaining good standards. Newly established monitoring and evaluation has enabled the manager to develop well-targeted action plans with the full support of all staff. These plans are based on feedback from staff, parents and children and mean that changes have clearly led to improvements in the outcomes for children. For example, the setting now offers more structure to the children's day, visual aids such as the daily routine are in place to ensure all children can feel included and daily communication is promoted between staff and parents. The manager and staff team have worked hard to develop relationships with parents and carers, and they invite parental feedback through discussion and written questionnaires. Systems for exchanging information with parents ensure that staff are fully aware of the children's routines and preferences, and parents are full informed of their children's progress and activities. For example, regular newsletters, meetings with key people, open sessions and informative displays throughout the pre-school are available for parents and carers, enabling them to develop awareness about what their children have been doing.

Most parents speak highly of the manager and the changes she has made to the setting, they feel able to talk with staff and feel welcomed by all. Staff pay close attention to enhancing their understanding of each child's background and individual needs and utilise this information when planning activities. They take into account children's home languages and have worked closely with parents to request every day words in the children's home languages to ensure that they are able to understand and therefore, support children with English as an additional language. Resources are well organised and labelled to promote opportunities for children to self-select and make independent choices, therefore, promoting inclusion. Staff are deployed effectively to support children's individual learning and

development and they are supported by regular staff meetings and appraisals where their training needs are discussed.

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

The setting provides a welcoming, happy environment where children spend their time purposefully and are fully supported by staff. The manager, committee and staff demonstrate a genuine enthusiasm for their work and children respond appropriately to this. Observations are completed for each child and these are displayed, with photographs, in their learning journals which can be accessed by parents at any time. The planning ensures that children are offered a fun and enjoyable range of experiences that reflect their individual likes and interests and incorporate the six areas of learning. However, children's next steps are not effectively incorporated into the planning to ensure that individual developmental needs are fully met. Staff are skilled at encouraging all children to join in with activities, whilst offering them sensitive support where needed. This promotes children's confidence as they are eager to explore and are active in their own learning. Children are busy; they show good concentration and perseverance skills. For example, as part of the growing theme children use magnifying glasses as they hunt around the outside area for different types of bugs. A member of staff lifts a large wooden log as a group of children sit patiently waiting to see the bugs appear. Discussion prompted by the bugs gives children opportunities to ask questions about the different sized bugs they see and they show a great interest, with some children asking to hold them.

All activities offer appropriate challenges and ensure that all children feel included. Staff fully capture children's interests as, for example, they continue the growing theme with a story of 'Jack and the beanstalk'. Children sit on their busy bee cushions and listen, demonstrating good levels of interest as a member of staff tells the story with enthusiastic animation and changing voices for the different characters. Children's creative learning is enhanced as staff encourage their imaginations through the resources and activities they plan. For example, children use a 'gardening' role play area with tills and different types of seeds. They take turns at being the shop keeper and the customers and have posters displayed so that they can discuss the different types of seeds available to buy. Children's behaviour is good and they gain a thorough understanding of right and wrong. Staff act as effective role models, remaining calm at all times, and the children respond positively to this by being kind and considerate towards each other. Children's independence is promoted as, for example, they enjoy rolling snack time. They find their name card and make choices as they self-select the food they eat and pour their own drinks. Children are also observed helping their friends at snack time by carrying their plate, therefore, children show care and concern for each other.

The procedures for working together with parents, carers and others means that children who speak English as an additional language or who have special education needs and/or disabilities are consistently offered appropriate support. Children's individual and specific needs are always taken into account when staff

plan activities, for example, they ensure that all children are included in what is offered by adapting activities to suit the needs of individual children, promoting inclusion. Opportunities for children to develop their physical development is good, for example, the outside area is a well-organised and delightful extension of the inside area. Children have a wide variety of resources including a specific digging and growing area, a role play area, a climbing frame and a den. Children's imaginations are promoted through the outside music wall. This is an area full of different types of resources and materials such as saucepans, plastic piping, metal tubes and tin boxes which children can use freely to make different sounds and noises as they develop their hand-eye coordination and creative development. Children's development is promoted in all areas of their learning as staff make effective use of their interests. For example, their development in maths and problem solving is naturally challenged as they have a dedicated maths area where children can access different types of resources such as threading and weighing.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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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Annex B: the Childcare Register

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