

Busy Bees

All Saints First School, Church Lane, STANDON, Staffordshire, ST21 6AL

Inspection date

Previous inspection date

03/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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

- Staff use their excellent understanding of how children learn to provide a wide range of adult-led activities and a stimulating environment that effectively encourages child-initiated activity. As a result, children are fully engaged and motivated to learn.
- Management have a very good overview of children's needs through detailed monitoring of practice and robust systems for evidencing assessments of children's development. As a result, children are supported to make best possible progress.
- The nursery places a high importance on forming relationships with children that results in children's emotional well-being being effectively supported. Consequently, children display high levels of independence, trust and curiosity.
- All children benefit from the strong partnerships that exist between the nursery and their parents. Children's progress is regularly shared through good, effective communication that promotes continuity in their learning and development.
- High priority is given to the safeguarding and welfare requirements, including their responsibilities with regard to child protection. As a result, children are safe and their welfare is fully promoted.

It is not yet outstanding because

- There is scope to enhance children's critical thinking skills, through the use of even more probing questions in every situation.

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 observed activities as children played, speaking to them when appropriate.
- The inspector held meetings with the head teacher of the school and the early years manager.
- The inspector carried out a joint observation with the early years manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the nursery, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views parents spoken to on the day and written feedback from parent questionnaires.

Inspector

Kim Barker

Full report

Information about the setting

Busy Bees was registered in 2004 and is on the Early Years Register. It is situated in All Saints First School in the village of Standon, Staffordshire and is managed by the school's governors. The nursery serves the local area and is accessible to all children. It operates from two rooms in the school and there is an enclosed area available for outdoor play. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The nursery opens Monday to Friday 9am until 3.30pm, term time only. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- make even more use of open-ended questions to consistently help children to maintain concentration and make links between their ideas and actions, so they are always motivated and interested in their learning.

Inspection judgements

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

Management and staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. They use their secure knowledge about how children learn to plan activities to support individual children's progress. The nursery collects valuable information about children from parents during a pre-attendance home visit. They use this information, alongside their own initial observations, during the settling-in period to plan a wide range of adult-led and child initiated activity. As a result, children are effectively encouraged to learn through play. For example, children recall their understanding of how plants grow as they attempt to plant the pips from the apples they had at snack time. The manager uses the characteristics of effective teaching to skilfully encourage children's thinking and curiosity using open-ended questions and allowing time for children to respond and consider what else they need to help the seed to grow. As a result, children are helped to make sense of what they know about the world. However, there is further scope to enhance all staff's use of open-ended questions in every instance so that children are consistently supported to remain engaged and interested in their learning. Children have access to a broad range of resources that covers the seven areas of learning. This allows them to initiate their own play and engages them well in activities provided for them. For example, children work together cooperatively to create a world for dinosaurs. As they play imaginatively, staff encourage them to find and use the resources they need to extend their play.

Staff make useful observations of children's learning and development and use this information to inform their planning for activities that helps children to learn more. Effective and clear systems for evidencing and tracking children's learning show that staff have a good understanding of individual children's learning needs and how to identify any gaps in their learning. The findings are shared with the child's parents through daily chats and regular sharing of the development records in half-termly written development reviews. Staff share children's individual progress with their parents so they too have opportunities to extend their child's learning when they return home. The highly skilled early years manager uses robust systems for tracking assessments of children's development. She can then identify any possible delay in development early. Staff are highly motivated to support individual children's needs in planning activities to help narrow this gap swiftly. For example, children who speak English as an additional language are well supported due to the extremely close relationships built with parents. This results in staff consulting with them from the start about what their children already know and interests them. Staff then plan individual interventions to strengthen their development with all making very good progress from their starting points. Children, who are identified of working at higher levels than expected for their age, are effectively challenged through the extension of activities. For example, children who already understand how to blend different sounds within words are skilfully encouraged to begin to represent familiar sounds as they make marks with chinks outdoors. As a result, children are gaining the required skills to prepare them for the next stage in their learning. This indicates teaching that is rooted in a good knowledge of the Early Years Foundation Stage.

Teaching is good and some is outstanding. This results in frequent opportunities to support children's learning and development through purposeful interaction that promotes their communication skills and their personal, social and emotional development. For example, a group of children are highly motivated as they are skilfully encouraged to extend their play with soft balls. The manager draws a target on the ground with chalk and children practise their physical skills in aiming for the target. As they play cooperatively, the manager skilfully uses language to help them to make links between ideas and what they should do next. She uses good levels of challenge appropriate to their age and stage of development to extend their learning further by encouraging them to record their score with some beginning to do simple additions. This develops children's self-confidence and self-awareness and effectively promotes their literacy and mathematical development. Children are supported exceedingly well in understanding the use of technology for particular purpose. For example, children are given the responsibility of using a digital camera to take photographs that records their learning. Children actively contribute as they listen to stories and familiar rhymes. They join in with repeated refrains and anticipate what will come next. This promotes their literacy, communication and language development. Consequently, children are gaining the key skills needed for school.

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

The nursery makes sure they find out about children's interests and preferences by gathering good information from parents during a home visit. This results in the

foundations for establishing effective relationships before the child starts at the nursery. Good settling-in procedures, means the move between home and nursery is a positive experience. For example, staff use their welcome pack to find out children's interests, likes and dislikes to plan appropriately for their transition. To further support the transition individual staggered settling-in visits and sessions are arranged. As a result, parent's comment favourably that their child settled-in very well. Children's well-being is further supported through a key person system. As a result, children benefit from interactions with familiar adults. For example, children confidently approach their key person to support them with their personal care routines. This reinforces their sense of belonging and results in children being confident to explore and investigate their surroundings and make good progress. Relationships with parents are supported through daily handovers that includes information about what their child has done during their day. Children use a familiar adult as a secure base from which to explore the well-organised environment. For example, as children move freely between indoor and outdoor spaces, they 'check in' with their key person for reassurance and affirmation.

Children are encouraged to behave well as staff provide them with clear and consistent boundaries. For example, children are skilfully encouraged to resolve disagreements, as the rules of scoring a game are clearly agreed between them. Children actively contribute to the conversation, paying attention to what others say and respond appropriately. As a result, children's self-confidence in speaking and listening is fully supported. They play cooperatively, sharing and taking turns, promoting children's personal, social and emotional development in managing feelings and behaviour. Children learn about keeping safe as they regularly take part in fire evacuations so they are familiar with what they have to do in an emergency. They understand how to keep safe indoors as staff reinforce safe practices, such as transporting resources around the environment safely and actively encouraging children to report and respond to spillages. Staff use their good knowledge and understanding of individual children's needs in providing an appropriate level of support so that children are realistically challenged to take risk. For example, children are encouraged to balance on raised beams, using apparatus in the school hall. Children benefit from continuous praise and encouragement and, as a result, their self-confidence and physical development is enthusiastically supported.

Children are taught about the importance of a leading a healthy lifestyle. They have open access to the outdoor area throughout the day, which ensures they get fresh air and exercise and develop their physical skills. The nursery ensures that there is plenty of fresh drinking water throughout the session and provides children with fruit for snack so that children gain an understanding of the importance of healthy lifestyles. During group time, staff reinforce children's understanding of being healthy by engaging them in a conversation about how sugary drinks are bad for their teeth. Staff successfully encourage children to look after themselves and develop their independence. For example, they are appropriately supported to attend to their own toileting needs and independently wash their hands. Children are sensitively encouraged to dress and undress when the temperature changes. These developing skills are enthusiastically encouraged by staff and go some way towards preparing children for the next stage in their learning. Very good organisation of the school's early years provision ensures that the transition for nursery children onto the next stage of their learning is seamless. Staff work as a coordinated team with all children until they reach the end of the Early Years Foundation Stage.

Transitions are further supported as the nursery takes part in whole school community activities and lunch is organised so that all children eat together.

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

The head teacher is fully committed to meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is the designated safeguarding person and all staff attend relevant safeguarding training. This ensures that they fully understand and fulfil their responsibilities with regards to child protection. As a result, staff have a very good understanding of how to respond to a safeguarding concern about a child in their care or an allegation being made against a member of staff. All required documentation and records are clear and well written, including robust risk assessments. Detailed policies and procedures are appropriately kept, there are clear systems for annual reviews and staff sign to indicate that they have read and understand them. There is very good evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The building's boundaries are secure, the identity of visitors is checked and there are clear boundaries around the use of cameras and mobile phones. As a result, the nursery's strong practice ensures children's safety and welfare.

The head teacher and early years manager have outstanding knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This is reinforced through a passionate and committed attitude towards their work with children and the importance of supporting their welfare and development. The head teacher uses good processes for monitoring practice through her involvement in regular planning meetings and staff observations. Staff performance is monitored further through regular performance management and supervision meetings, where useful discussions are held about the practice she has observed and staff can share any ideas they have for their personal development. As a result, there are good opportunities for regular reflection of practice that have a positive impact on learning outcomes for children. Staff feel well supported in their professional development and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through attending training and engaging in early years projects that reflects their very good practice. For example, the early years manager has been involved in setting up a local early years network that promotes sharing of good practice.

Self-evaluation is used to critically reflect on the service the nursery provides for children and their families and they seek the opinions of parents through questionnaires. For example, contributions from parents explain that the nursery has helped to increase their child's confidence. The monitoring of children's progress is enhanced by the use of regular tracking of assessment by the early years manager and the head teacher ensures assessments are effective through whole group monitoring. Partnerships with parents are good and there is some evidence of parents' sharing contributions to their children's learning, which staff reflect on to provide continuity with regards to children's progress. The nursery's detailed reviews of children's good progress are shared with parents termly and end of year reports are currently being completed. Parents are very happy with the

nursery and comment positively. For example, they explain that they transferred their child to the nursery as soon as they reached their third birthday. The early years manager fully understands the importance of the progress check for children between the ages of two and three years. She places a high regard on the information that is shared with them in order to highlight any necessary intervention. The nursery is aware of the procedures to access specialist support for children and the importance of working in partnership with other professionals in order to help children make steady progress given their starting points and capabilities.

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 | EY286643 |
| Local authority | Staffordshire |
| Inspection number | 856294 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 32 |
| Number of children on roll | 23 |
| Name of provider | All Saints First School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01782 791234 |

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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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