

Brookside Busy Bees Pre-School

Inspection report for early years provision

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Inspector Graham Martin

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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*.

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Description of the setting

Brookside Busy Bees Pre-School opened in 1992 and was re-registered for its new premises in 2006. It is run by a partnership. It operates from a purpose-built building on the site of Brookside Primary School in the High Lane district of Stockport. The pre-school uses its own building and an outside play area shared with the school's reception class. The pre-school is registered on the Early Years Register. A maximum of 24 children aged from two to five years may attend at any one time. There are currently 25 children from two to four years on roll. Of these, 15 are in receipt of nursery education funding. Sessions run from 9.00 am to 3.00 pm Monday to Friday during school term time. Children attend for morning, afternoon or full-day sessions. Those who attend all day bring a packed lunch or have a lunch provided by the school. Three full-time staff work with the children. All hold appropriate early years qualifications including one at level four. A fourth member of staff who covers for absences is working towards a level two early years childcare qualification. The pre-school receives training and support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good. Effective partnerships with parents ensure that information about each child is shared and enables their individual needs to be met. Skilled adult support ensures that all children are included, benefit from the range of appropriate learning activities and make good progress. Overall the clear policies, procedures and documentation underpin the good day to day practice and the welfare of children. Managers and staff evaluate their practice and have clear action plans for future development. They continually strive to improve and promote a service which is responsive to the needs of all children and service users.

What steps need to be taken to improve provision further?

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

- consider strategies for developing outdoor resources and improving access to enhance outdoor learning.
- provide sufficient challenge for more able children during calculation and problem solving activities
- improve the organisation of documentation so that records of checks on the suitability of adults to work with children are retained within the building.

The effectiveness of leadership and management of the early years provision

Staff implement policies and procedures well to support the efficient day to day running of the pre-school. They ensure children are offered a safe, secure and welcoming environment. Thorough staff induction procedures are completed for new staff. Senior managers make sure that the required checks are carried out on all staff to ensure that they are suitable to work with children. However, records of these checks are kept in the host school. As such records are not available when required. Staff regularly update knowledge and awareness of safeguarding procedures enabling them to effectively promote children's welfare at all times. Risk assessments are regularly completed and ensure that hazards are minimised or removed. Staff are well deployed, using a 'key person' system to give each child confidence in adults they can trust and turn to for help and support.

Staff participate in a variety of training events to keep their skills and knowledge up to date. Self-evaluation reflects the strengths and areas for development and the recommendations set at the previous inspection have been addressed. Staff actively seek feedback from parents and children and use this information to inform future development. For example, funding has been applied for to enhance outdoor play provision.

The setting works well with the children's families. Formal and informal information exchange helps parents to understand how the pre-school operates. Comments such as 'the team always have time to chat over any issues or make me aware of any I need to deal with' reflect the confidence they have in staff. A two-way flow of information is maintained through daily discussions with staff and regular parents' meetings. Good links are maintained with other professionals and early years settings, particularly the reception class within the host school. This supports a consistent approach to children's care and learning during transition to primary school.

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

Children are happy and experience a good range of activities which promote their individual development and learning needs. They come in confidently and begin the day enthusiastically, choosing activities independently. They chat cheerfully with visitors about their activities, experiences and achievements. Staff establish a warm rapport with children, giving positive encouragement and praise which promotes their confidence and enjoyment of learning. The children respond to challenges well and are keen to try new and familiar games and activities where they develop their interests and practise their skills.

Children communicate their ideas well, speaking clearly and using a good range of vocabulary. They recognise some of the letters of their names, finding their own labelled place when it is time for a healthy snack. Good levels of concentration are evident for example, when stringing bobbins in a colour sequence onto a lace and

they enjoy recognition games, such as naming colours. However, those with good number recognition and counting skills do not always have sufficient challenge to stretch their thinking and problem solving skills.

The environment is well kept, with a suitable range of games and activities to develop different aspects of children's learning and coordination. Children enjoy taking responsibility for helping others. They assist in tidying away keeping their play room well organised and show concern if any toys or games are damaged. Although there is no direct access to the outdoor area, staff promote children's physical development well. They use the limited equipment creatively and give children enriching opportunities, such as digging and planting in the garden.

Staff promote a healthy lifestyle well and children enjoy going to the 'big school hall' for active games, dance and movement. Children's good awareness of personal well-being shows as they say how much they enjoy milk, granary toast and the different fruits at snack time. They enjoy making a healthy pizza face using various vegetables, later enjoying tasting what they have made. A visit from the dental nurse helps reinforce how to care for their teeth. They learn that wildlife too, needs a healthy diet when mixing ingredients to make healthy bird cake for the garden birds. Staff provide meaningful opportunities for children which develop their awareness of keeping safe and understanding of how people contribute positively to their community. For example, the work that fire officers and police officers do to help them to keep safe. Ongoing explanations from staff help children to gain a clear understanding of safety issues, including the 'we play safely' golden rule. Their visit to the Chestnut Centre to learn about otter conservation helps raise their awareness of the wider world.

Staff make close observations of children's behaviour and development and the progress they make towards the early learning goals. Parents are rightly confident that their children are socially and academically well prepared for starting their reception class when they move on to school.

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

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	3
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

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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	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	2
The extent to which children develop skills for the future	2

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